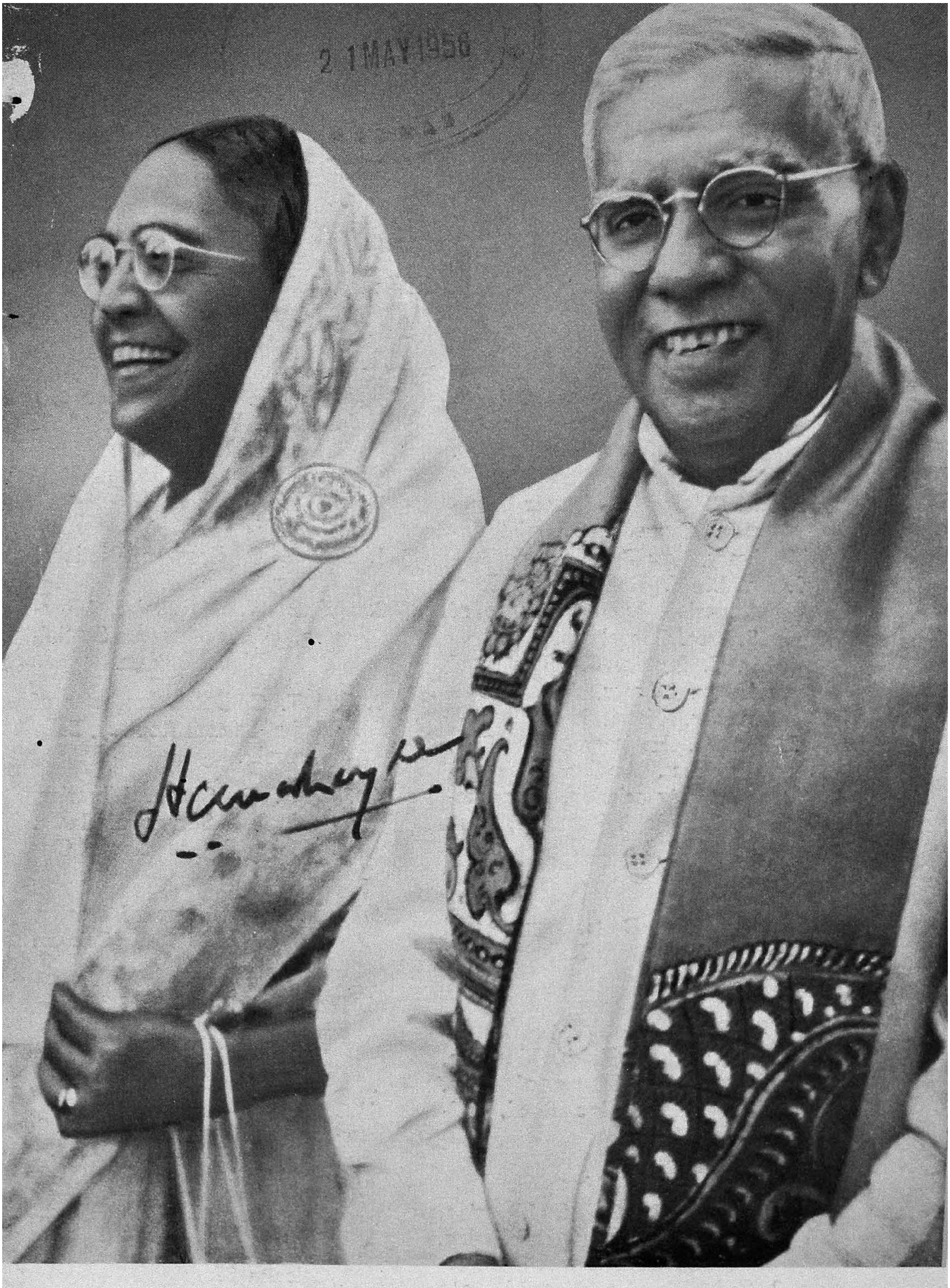

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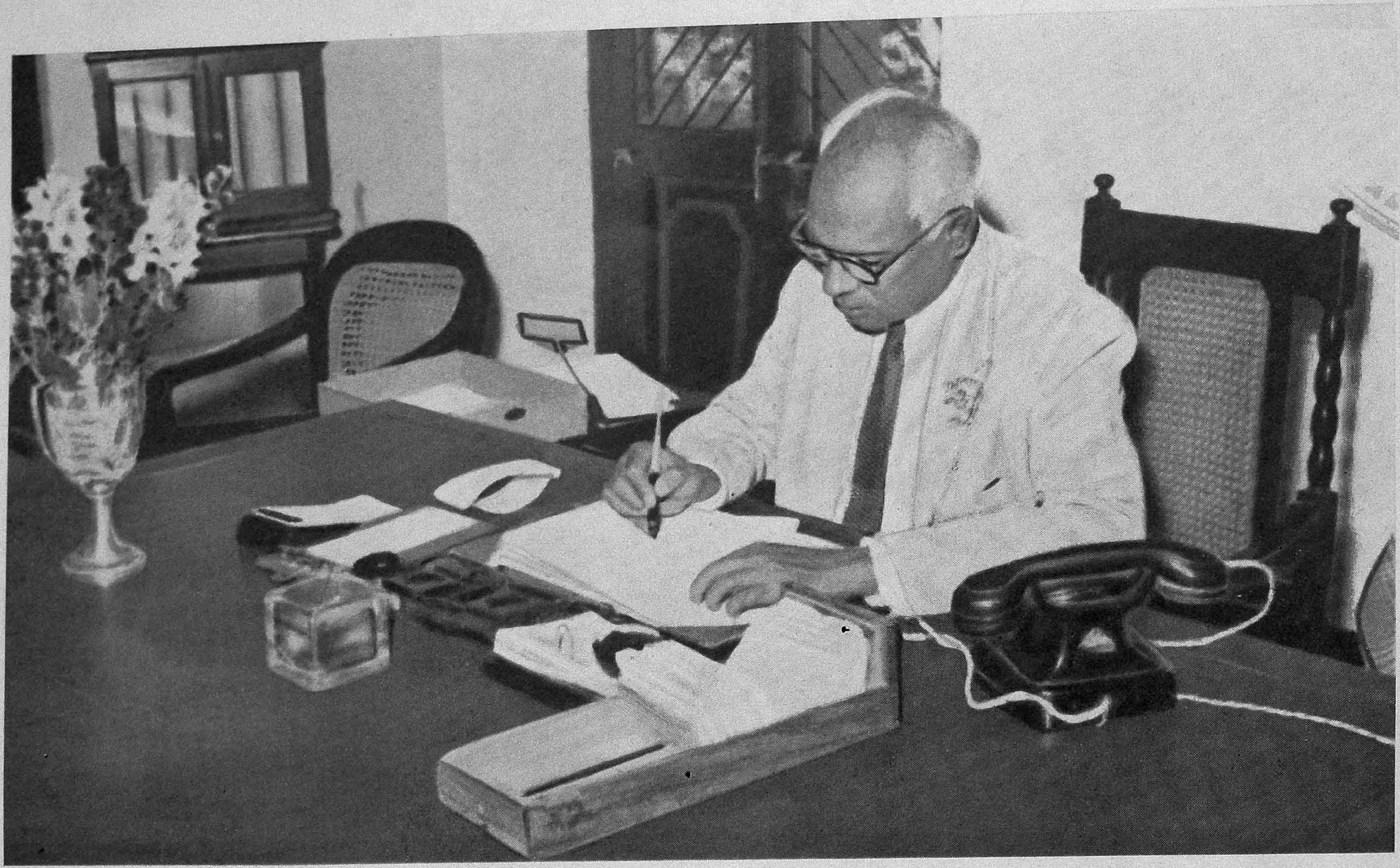

The President of the Conference, Shri S. Bashiruddin.

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[Shri Subodh Mukherjee has appended schedules for Ancient Indian History, Indian Religions, etc., which will be available for consultation on the Conference table].

ILLUSTRATION ON FIRST PAGE OF COVER

Rajyapal Dr. H. C. Mookerjee and
Shrimati Bangabala Mookerjee

Editorial

This issue of the Journal, which will be No. 3 of Vol. I, is a special Conference issue containing the papers that have been contributed for discussion at the various symposia, that is, such of those papers that arrived within the date-line fixed for receiving contributions. The Editors regret their inability to include the papers sent in by Messrs. Deshpande, Hingwe, Tandon, Sarkar and Rangachar. They tried their very best to persuade the Press to include these articles, but were told that it would be impossible for them to do so within the time-schedule. It is hoped to print them in the succeeding issues of the Journal.

Sri Prabhat Kumar Mukherji has sent in his Dewey Expansion of the 954 schedule for being placed on the Conference table. The Editors would have very much liked to print this valuable contribution as an appendix, but the time factor and the volume of the contribution prevent their doing so.

Here the Editors have to record that quite a few of the Manuscripts arrived far too late to admit of proper editing.

School and Children's Libraries in India

by

MRS. D. K. BOGA
Head of the Children's Section,
Delhi Public Libraries, Delhi.

NEED FOR CHILDREN'S LIBRARIES

Informal reading of books of children's own choice is as important as formal education and this can be done only in libraries, where the child is free to choose any book he likes. A library caters to the individual need of a reader in contrast to a school where the needs of a whole group are met according to a set curriculum. It is in a library that a child can appreciate reading for the pleasure it gives. He is not forced to read books on certain subjects only, in order to pass the examination ; on the contrary he is free to read those books which arouse his curiosity and stimulate his interest.

The librarian knows the reading requirements of children of different age groups and so suitable books are provided for every child who can read. It is no good providing factual books for children of the age group 5 to 7, because at this age the child is more interested in a life of fantasy and imagination than in the every day world. He enjoys the imaginative talks of animals and is quite at home in the world of fairies and pixies. Unfortunately there is a great dearth of fairy tales in our languages. This can be met by translating suitable foreign books in our languages. As the child grows older, his interests widen and he wants books on literature, science, how to do things, and on hobbies and fiction. Special attention is to be paid to the very young children who are unable to read books for themselves, but are interested in well illustrated books. A modern library caters to the need of these potential readers by providing an activity room equipped with toys, pictures, charts and illustrated books. The children are thus attracted to the library from an early age.

A library is not a place for lending of books only. In order to interest the children in books, other cultural activities should be woven around books. The chief of these is story-telling on specified days at fixed hours. The stories narrated are chosen from books in the library and their main aim is to make children interested in reading those books. Other extension activities include drama, music, debates, lectures, book-reviews, film shows and hobby clubs.

Book displays and book lists are very valuable publicity tools and often help to arouse interest in books which have been seldom read.

ORGANIZATIONAL SET-UP

The children's library should be an integral part of a general library service for adults and adolescents. If the children's library is a part of a public library, then it facilitates the child's entry into the adult library when he becomes an adolescent. There are many children who are interested in adult books, while there are number of adults who enjoy

children's books. Thus the public library should cater to the needs of both the child and the adult. A public library should supplement the resources of the school libraries by lending books from its own collection to schools and by giving technical advice. A public library in collaboration with School libraries can publish lists of books suitable for children of different age groups and can prepare reading lists on different subjects for both pupils and teachers.

Unfortunately in our country there are hardly any children's libraries. Even some of the oldest public libraries have no children's section. Unless and until we have a network of public libraries all over the country it will not be possible to organise children's libraries under the set up suggested above. In the meantime we can follow the example of New Zealand and adopt their system of School library service, which is a part of the National Library Service. Here all the books for the School libraries in the country are centrally purchased and processed. This means a lot of economy in finance and technical assistance. The Schools do not have to spend their resources in having the books catalogued and classified. As ours is a very vast country, we can have School Library Service not for the whole of India but for each State. There would be a Central Authority for the purchase of books, for their preparation and for distributing them to differnt schools in the State. In this way the stocks of all the schools would be changed from time to time and the children will have the added advantage of having the book resources of the whole State at their disposal. Each school will of course buy its own reference collection and those books which are constantly needed by the children. But even these books can be purchased and processed through the school library service. Schools can depute some of their teachers for training in librarianship to the headquarters of the School library service, or the latter can send some members of their staff periodically to help the schools.

There is yet another way in which our country is trying to solve the problem of children's libraries and this is by setting up Bal Bhavans in some of the bigger cities of India. This is not a very happy solution because here library service becomes a minor part of the recreational activities of the children. More emphasis is laid on extension activities than on book service. In one of the best Bal Bhavans set up so far, reading is confined to premises only and the greater advantage of home-reading is entirely lost sight of. If the libraries become the nucleus of these centres then much good can result from them. The Bal Bhavan can become the centre of library service for schools and rural areas. Through deposit stations or mobile vans books for children can be sent to outlying villages and even to hospitals and special homes for children. There are great possibilities of the Bal Bhavan becoming the foundation stone of the children's library movement in our country.

Books

The most important part of a library is books which are to be very carefully selected. Books are used for three purposes, namely, to obtain information, to gain knowledge, and to enjoy an imaginative experience. In Hindi and Urdu there is a great dearth of reference books for children and even books on literature and science are not as plentiful as we would wish them to be. Again the printing and get up of the book are not generally suitable for young people, but this can be remedied if the children's

librarians insist on quality. With the growth of children's libraries the demand for the right kind of books for children will grow and this will ultimately result in the production of better books.

STAFF

Much of the success of a children or a school library will depend upon the children's librarian, who should not only be familiar with the library techniques but should have a good knowledge of child psychology and preferably be a trained teacher. It's upto the children's librarian to arouse the interest of young readers in books by means of extension activities and above all by the selection of the right type of books. In India there is a great necessity for a special training centre for children's librarians.

Lastly, children's librarians throughout the country should from time to time exchange their ideas and help each other in solving their common problems.

High School Libraries

by

SRI T. D. WAKNIS

Curator of Libraries, Bombay.

1. There is probably no school which does not boast of a library and a reading room. The quality or the quantity of book stocks is not inconsiderable. Provision is made for library hours in the time-tables. Books which are carefully selected by teachers as suitable for the various classes are placed in the hands of students. Some schools go to the length of having a library note book for students in which they are encouraged to jot down what strikes them as memorable. At some others students are given subjects on which they are encouraged to collect in a file or album the latest information as it appears in newspapers, weeklies, pictorial magazine etc. This is all satisfactory but this is not the full extent of the benefit which school libraries are intended to give.

2. The primary aim of the school library is to impress on the students that their studies are an infinitesimally small part of the knowledge of the world and that however far they may advance in learning there are always newer horizons opening on their studies. The process of learning is unending and continues throughout life. Like a carpeted stairway in a mansion leading from the porch to the living rooms on upper floors the library in the school should blazon the upward path of knowledge. Another aim is to inculcate in the students that self education is the most rewarding method of adding to their knowledge and that books which record the thoughts of the best minds are in reality a body of teachers who are always ready to instruct them not by spoken words but by means of the printed words which treasure up and embalm their learning to a life beyond life. In the class room the students have the benefit of the knowledge of one person—their class teacher or subject teacher. In the library they can have the benefit of the knowledge of generations upon generations of great men. That is why libraries are Universities of modern times.

3. Educationists imply these aims when they state that their school libraries are intended to provide extra reading to the students on the curricular subjects and when they mention that the mark of good teachers is that they stimulate the students to inform themselves and turn their minds into dynamos rather than receiving stations of energy created elsewhere.

4. A third aim of the school library is that it should help in adding fulness and variety to the students' character by emphasizing that intellectual discipline is only one part of the many sided development aimed at in schools. This aim the library shares with such extra curricular activities and scouting, sports, excursions, athletics, dramatics, running of cooperative stores etc. The wholesome employment of one's leisure by the development of interests other than the curricular and cultivation of social virtues and graces are to be promoted as much by the above named activities as

by the organisation of the school libraries, where there is scope for the exercise of these virtues.

5. With the aims agreed and with teachers oriented in the right direction, there should be no difficulty in achieving the goals. Yet the picture presented by the school libraries of to-day is far from encouraging. The number of good books is more statistical than real. The library was started along with the school with an enviable basic collection. But it is not kept up to date. The funds available for additions or for proper care of the existing material are negligible. The result is that the collection becomes seedy, ragged, without coherence and worst of all a lifeless mass. The books are stocked in sealed cupboards and left to repose in corners or corridors and even in lumber rooms, where books enjoy the company of the discarded tackle of cricket, football, or volley ball. The library is thus physically dispersed. The evil goes deeper by its spiritual dispersal. It is divided into sections History, Literature, Geography, Science, etc., and each section is in charge of the teacher of that subject. Like skew lines in solid geometry they never meet. The library becomes squinteyed. The reference books like dictionaries and cyclopaedias are crowded in cupboards round the Head Master's sanctum, which is probably the last resort of the intended users, the students. The so called library hour when students are free to choose their books fails in attaining the objective of multiplying the students' interests by its being supervised, enforced, and restricted in range because teachers have chosen the books and limited the horizons to class room collections. The teachers inadvertently chill the best attractions of the hour *viz.* the students' initiative and freedom.

6. This picture of the school libraries may be regarded as typical of present day conditions in our country. Not very long ago it represented conditions in England and America also. It was at the end of the first World War which was fought for individual freedom and democratic way of life that educationists in these countries realized that school libraries laid the foundation of the library way of educating oneself which ensured the success of democracy. It was in 1934 that the Carnegie United Kingdom Trust appointed a Committee to inquire into, and report on, the provision of libraries in Secondary Schools and to recommendations. Its report (1936) marked all important stages in public recognition of the case for school libraries. In 1937 the Incorporated Association of Asst. Masters produced "The Guide for School Libraries." It laid stress on sound technical practice. In 1936 the first English periodical devoted to School Libraries, the School Library Review made its appearance. It is now known as the School Library Review and Educational Record. In the same year were formed two organisations for school libraries. One was the school library Association and the other was the School Libraries section of the Library Association. In 1945 the organisations jointly produced a memorandum called the School Libraries in post war reconstruction which was re-issued in 1950 under the title "School Libraries to-day." From 1935 to 1939 the Board of Education conducted a week's course on the organization of School Libraries. This was resumed in 1947 but the accent was shifted from organization and technique to use of the School Library. The 1944 Act enjoined that every Secondary School to be built in future must have a library room the dimensions of which were specified. Since 1948 the School Library Association receives grants from the Ministry of Education.

7. Similar trends are noticed in America. There it was as early as

1896 that the National Education Association developed a School Library Department under the leadership of Melvil Dewey. In 1915 the American Library Association started a School Library section. In 1920 in cooperation with the National Education Association it produced "Standard Library Organization and Equipment for Secondary Schools." In 1925 they produced Elementary School Library Standards". In 1932 the U. S. Office of Education produced a bulletin No. 17 entitled, The Secondary School Library as part of National Survey of Secondary Education. In 1940 the Cooperative study of Secondary School standard put up Evaluative Criteria for School Libraries.

8. The interest in School Libraries is thus of recent origin. The attainment of independence in 1947 has ushered in a new era of education in India. The idea of allowing young scholars to develop their abilities and aptitudes in an atmosphere of freedom and voluntary effort is concept accepted by educationists. The library as the repository of all kinds of learning materials and as an educational institution which makes them available to individuals at the level of their interests and abilities, at all stages of their life is recognised as a valuable auxiliary of formal agencies of education. With such favourable auspices it is necessary to orient the young generation to a fuller appreciation of the use of recorded knowledge. The carry over of interest in books and of abilities to make the utmost use of them are the contributions, that are expected of school libraries.

9. It should be necessary for every school to have a library of living books and not merely a necropolis of books. Interest in books and intelligent use of them are best taught to students by example of teachers and parents than by their precepts. It is easier caught than taught.

10. The joint efforts of teachers and librarians can bring about this result. The librarian should keep the library in a trim condition and the teacher should direct the pupils to it for working out their problems and projects.

11. The first duty of the librarian should be to assemble materials in consultation with teachers and organise them for use by processing them. In the building up of the stock the librarian must make full use of the bibliographies which Unesco, the Sahitya Akademi, the National Library, the State Government have undertaken to publish. The appearance of books on shelves should be like that of a baker's window. Just as the sight of the eatables makes the mouth water so must the sight of books in neat covers make the readers yearn for reading them. The Librarian must remember that a book which falls below a certain standard of freshness and cleanliness is avoided by borrowers and the apearance of a number of these on the on the shelves gives the whole section a "Slummy" look which makes the library unpopular. The techniques developed by librarians for acquiring classifying, cataloguing and shelving the books are not fetishes but useful devices for attracting readers and helping them to locate the books they want and multiplying their interests by collocating kindred books. The labelling and numbering and pocketing processes are similarly not designed for decoration but are for making the shelving easier and for giving helpful statistics regarding the quality and quantity of reading, serving as a guide for future planning. The unified control in the librarian of all sections is calculated to impart coherence to the collection and to create an atmosphere of library freedom, friendliness, comfort, self-help encouragement such as the reader encounters in an adult library. The negative aspects of library

processes are stressed here with a view to eradicating prejudices against them and with the further view of instilling in the mind of educational authorities a desire to give them a fair trial in practice.

12. Teachers may attract attention to the library by dwelling on the importance of reading. It is the first of three R's. Its primacy is based on the acknowledged fact that reading is the chief source of learning. Audio visual means of communication make a vivid and instantaneous appeal but very often it remains instantaneous unless simultaneous reading makes the impression deeper and lasting. Experienced and trained teachers do not require prompting about how to enlist student's attention to reading. Easy accessibility at convenient hours, open access and handiness should be the first step. It is common experience that one who knows reading, starts reading whatever comes to hand ; the daily paper, the drug folder, circus or cinema programme, a magazine and even a railway or post office guide. Sanskrit poet has it that women like creepers embrace the nearest thing. We may add so do the readers. Play acting of scenes, impersonation of characters, recitation and reading of speeches and famous passages, linking of books with programmes of local happenings, of radio and movies, encouragement of writing about what is read in a school paper, are some of the tried and tested methods. Having attracted the students to reading it is necessary to guide them to read wisely and well. Teachers should instruct pupils in making the utmost use of such helps as modern books possess, such as the introduction, the chapter headings, and the index. The scope arrangement and purpose of reference books should be explained. Words are given meanings in dictionaries ; persons, place, incidents ideas are explained in encyclopaedias ; persons and organizations are listed in directories, maps and atlases locate places ; indexes locate ideas ; gazetteers are local cyclopaedia and so on. Competitive games can be arranged in the use of these materials deepening the students' familiarity with their contents, and facilitating the finding of their way through familiar landmarks. The teachers can inculcate on the students that great and useful as the school library is it is not the land's end, that there are other libraries richer in materials like the public libraries, the special library of a trade or profession or research institution and the National Library. Visits to some of them and use of their materials to supplement the school library resources would develop students' acquaintance with them—an acquaintance that will help them in adult life. Two principles should guide the teachers: one that teaching in all school subjects should in greater or less degree be directed towards the regular use of library books by every pupil, and two, that school library should be regarded as highly important constituent part of the National Library service.

13. In the organisation of school library the teachers can and should invite the assistance of students. They love to do things like pasting of different labels, writing out numbers in a neat hand, arranging books according to their classes, adding up of statistical data. This activity is thrice blest. It helps the teacher librarians in their work ; engenders a two fold respect for books among pupils, for their contents and for their physical well-being and gives the students the satisfaction of having rendered satisfactory service. They love still more to participate in the conduct of the library, issuing books and supervising the reading rooms, which again give them training in responsibility and leadership.

14. At this stage of progress it is not necessary nor may it be possible,

to lay down standards of service about the number of books, the floor space for the library, the appointment of full or part time librarians, schedule of library hours of the percentage of expenditure on libraries. What needs to be done urgently is the recognition of the important part school libraries play in national service and the necessity of joint efforts of teachers and librarians to make the school libraries as efficient as possible. Let every school set apart a room for library—a room that is larger than the largest classroom. Let a teacher who is trained in librarianship be in charge of the library. Let him be given ample time for library work. Let his library work be regarded on par with teaching work. Let him be given resources in men, money and materials enough to enable him to run the library in the light of its modern ideals. Let the school teachers conform their practice of teaching to the principles learnt in training colleges. Then it will not be unreasonable to hope that children exposed to the influence of such a school and such a school library will turn out sturdy champions of Panchashila who by their words and deeds will add to the glory of their birth and state.

In writing this essay the following have been copiously used.

1. Fargo, Lucile F. Free Library in the school. A.L.A. Chicago, 1947.
2. Library Trends Jan. '53, a publication of the University of Illinois Library School.
3. School Lib-Association (London) School Librarian Today 1950.
4. Great Britain Scottish Education Dept. Libraries Museums & Art Galleries, 1951.

Public Library Development in India

by

SRI D. R. KALIA,

Director,

Delhi Public Libraries, Delhi.

Public Libraries are now acknowledged to be the most dynamic medium of popular education. In a country like India, with a growing rate of literacy, the importance of public libraries need not be over-emphasized. Hitherto, India has lagged behind in the provision of public library service, but a few very significant development have taken place during recent years which have paved the way for an accelerated development in the future.

A SURVEY OF RECENT DEVELOPMENTS

The Madras Public Library Act of 1948 may be taken as a pioneer work of great importance which, for the first time, envisaged in a comprehensive manner, the provision of public library service at a State level. The Act inter alia provided a levy of library cess of ½ anna in a rupee as a surcharge on property tax. The same Act came into operation in the new State of Andhra which carved out of Madras State in the year 1953. The Hyderabad State, following the footsteps of the Madras and Andhra States, has enacted the Public library Act in 1955. The Hyderabad Act is an improvement on the Madras Library Act in many respects.

Another significant development took place in 1950, when the Delhi Public Library was established by Unesco and Govt. of India, as a pilot public library project for Asia. This project has, within a short period of five years, demonstrated the potentialities of a public library as an instrument of popular education. In 1955, Unesco conducted a comprehensive assessment of the working of Delhi Public Library with the help of Librarians and Social Scientists. The final report of the assessment is under preparation and is likely to be published very shortly. The findings of the assessment, as indicated in the preliminary report, are very encouraging.

A National Seminar on public library development was held in Delhi in October 1955, under the auspices of Indian Adult Education Association and Ministry of Education, Govt. of India.

The Seminar's recommendation included the setting up of a library commission to enquire into the problem of public library development in India and to indicate the future structure of the public library system. The Commission's work will obviously include the consideration of library legislation. It is hoped that Govt. of India will appoint such a Commission at an early date, to give the guidance so urgently needed in this field, to the country.

The First Five Year Plan (1st April 1950—31st March 1956) made provision for National Central Library at Delhi, State Central Libraries, District Libraries. Training of Librarians and a scheme for integrated library service in certain areas where intensive schemes of educational development

have been undertaken. The blue-prints of the National Central Library buildings are ready and shortly the work of implementing them will start. A site on the crossing of Janpath and Rajpath in New Delhi, has been earmarked for the proposed library. The National Bibliography unit, which will be ultimately moved to New Delhi, has already been established at National Library, Calcutta. The Union Ministry of Education has already given over Rs. 90 lakhs as grants-in-aid to State Govts. under the First Five Year Plan for the implementation of library schemes. According to Govt. reports over and above a few State Central Libraries, District Libraries have been established in over a hundred districts out of 320. Short training courses for district libraries have been conducted by several States. By the end of the Second Five Year Plan *i.e.* 31st March 1961, it is hoped that the National Central Library in New Delhi will be well established ; all States will have State Central Libraries and every district will have a District Central Library. The implementation of the scheme under the First Five Year Plan had to be slow because of the initial difficulties, but the progress made can, on the whole, be regarded as satisfactory. The experience gained in the First Five Year Plan will very much facilitate matters in the Second Five Year Plan.

A Unesco International Seminar on the development of public libraries was held at Delhi Public Library from 6th to 26th Oct., 1955. The Seminar was attended by 25 participants from 12 countries which included Afghanistan, Australia, Burma, Ceylon, India, Indonesia, Japan, Malaya-British Borneo Group, Nepal, Pakistan, Philippines and Thailand. The purpose of the Seminar was to study the principal public library problems in Asia and to draft plans and proposals for the development of public library services in the region. Delhi Public Library was used as the "laboratory" for the Seminar and the preliminary report on its assessment provided the necessary data for group discussions. Twenty working papers were also prepared by Librarians and educators of Asian countries and outlines of provisional study papers were prepared by the Group leaders. The main working of the Seminar carried out in three Groups.

Group I. The Development of National Public Library Services.

Group II. Provision and maintenance of elementary reading material for adults.

Group III. Library Services for Children.

The different groups made the following recommendations : —

I

1. The development of adequate organised public library service for all people in Asia on a free and equal basis.
2. The enactment of national public library legislation in all Asian countries now without such laws.
3. Improvement in library training facilities and in the status and salaries of librarians.
4. That public libraries be financed wholly by public funds (national, state or local).
5. That Unesco, in collaboration with Asian Governments, set up additional public library pilot projects.
6. That Unesco continue research in the provision of suitable public library services for new literates.

7. That Unesco set up an office in Asia to provide Governments with advice and asssistance on public library development.

II

8. That in view of the great dearth of suitable reading material for adults and the lack of proper co-ordination of the work of agencies producing literature in Asia, an adequately financed national production centre be established in each country.

III

9. That all public libraries provide services for children.
10. That library service for children in schools be improved in accordance with a definite plan and that such service be made available to all school children.
11. That Unesco, in collaboration with an Asian Government, set up a pilot project to demonstrate library services for children in public libraries and schools, on a regional, state or national basis.
12. That Unesco organize a project for production of suitable books for children and young people in Asia.
13. That Unesco compile annotated lists of books from world literature suitable for the use of Asian children—in the original, in translation or in adaptation.

These recommendations of the Seminar can provide a very sound basis for the future public library structure in India, if given due consideration by Union and State Governments. Since most of the participants are from Asian countries, their observations may be taken as for great importance for adoptation in Asia.

Essentials of library planning

The major deficiencies in the existing library services in India, may be pointed out as, (a) lack of over-all control and the existence of very small and uncoordinated units (b) lack of or deficiency in existing legislation (c) lack of sufficient funds and (d) lack of trained and experienced librarians.

The following essentials may be kept in view while meeting the above stated deficiencies: —

Library Legislation

Overall control and co-ordination of development is urgently required to provide for a permanent and progressive national public library service. This could only be obtained by legislation. Such a legislation should ensure efficient administration of services, adequate and continuous provision of library finance and trained library staff with proper remuneration and status.

Library Authority

India as a federal State shall require an autonomous statutory central library board vested with the power to exercise central control and direction and to administer Union grants for library purposes ; State Library Boards in each State to exercise control and direction over State Library Services : District Library Boards to establish and administer library services in each district.

The Delhi Library Board which has been in existence for the last five years and administers Delhi Public Library on behalf of the Ministry of Education, Govt. of India, can provide a very good example for the establishment of such Boards. The working of Delhi Library Board has proved beyond any doubt that an autonomous library authority of this type is most suitable for the provision of public library service. It has the advantage of associating the local people with the public library administration and of working expeditiously without any bottle-necks.

Library Finance

The public library, as the term implies, is essentially a public service and therefore it is of fundamental importance that it should be financed by public funds, whether national, State or local, or a combination of these to ensure stability and continuity of service of a recognised standard. The best means of providing public funds is to levy library cess supplemented by Union and State grants.

Library Staff

The progress in library service is entirely dependent on recruitment and training of suitable library staff. The standards of recruitment could only be raised if library personnel is assured of adequate remuneration and status. At present, the prospects of service in India are so limited that suitable persons do not feel attracted to the profession and only the "left-overs" from other professions turn to public library service. The standards of professional training need to be considerably improved. There should be a Central recognised authority, preferably, a Central Library Board to lay down standards of training and approve library schools. It is highly important to pay special attention to the training of teachers for such schools. The library schools should engage wholetime staff assisted by librarians who are actually working in libraries. At present, the teaching staff of library schools in India consists entirely or mostly of library staff who have to teach in addition to their day-to-day duties. In such circumstances, it is impossible for them to do full justice to both.

Pilot Projects

It is absolutely essential to establish at least one pilot public library project in each State for purposes of demonstration, training and experimentation. The potentialities of public libraries can be ascertained only through such projects. While planning library services, no distinction should be made between urban and rural areas. It would be economical if service to rural areas is extended from the nearest urban unit. This important point of public library service is sometimes lost sight of in planning the services.

Children and Young People

Greater attention must be paid to library service to children and young people. This is one of the greatest deficiencies in Indian Public Library System. Library habits can be most effectively developed at young age. Special efforts must be made in this direction.

Book Production

Similarly there is a great dearth of suitable material for the Public libraries to buy. Fiction forms a large part of book production in India.

Most of the non-fiction subjects are not fully covered. The standards of content and production are very poor. The life of an Indian book is about $\frac{1}{4}$ of that of a foreign published book while its cost is about one half of the foreign publications. This increases the cost of public library services in India by cent per cent.

Integration of Services

An integrated national public library system is required to be established by pooling the resources of public and other libraries. An important group of libraries managed at present by private organzations, partly supported by grants-in-aid by the Govt., will present a problem of assimilation into an integrated public library system. While not in any way decrying the value of services rendered in past years by such private organizations in setting up and maintaining libraries, it may be stated that, in the interest of a well-knit public library system with a uniform standard of service, such libraries either be taken over or allowed to exist on their own resources. The service of most of these libraries is sub-standard and the limited grants-in-aid that are given by State Govts. as present, are hardly sufficient to improve their standards. Since these libraries exist as small and isolated units, it is not economical to maintain them as such at State expense.

Library Associations

The goodwill and cooperation of each unit of library service will be absolutely necessary in the national and local interests. The Library Association can play an active and vigorous role in the development of the public library movement. The Library Associations by their activities, can unite all librarians for professional purposes and determine professional standards through meetings, conferences and publication of library Journals.

The progress that India has made in the field of public library service, against all heavy odds, is not insignificant if adjudged from the area of the country and the size of its population. There is, however, no doubt that more accelerated effort is needed if the services are to be rapidly developed to keep pace with the general development of the country.

Public Libraries and Their Role in Science Technology and Industry

by

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The chief purpose and function of the libraries and librarianship is service to their people. In other words, it is adapting the libraries to the users' needs and releasing their potential impact in a manner that will ensure very high national standards for the people.

A few decades ago, public libraries were no more than mere store-houses of knowledge. Most of the people who made use of their resources, often, read a greater proportion of fiction only. The activities of the libraries were more or less static. Librarianship made no serious efforts or took adequate initiative to carry the information from the printed page to the people and help them in inculcating high standards in their national life. To-day we notice a veritable change in the functions and service of the libraries. Their purpose is no longer providing merely for the recreational needs of the people. The libraries now occupy a very high place in national planning and are called upon to play the most vital and dynamic role in the development of national culture, economy and industry.

The purpose of this paper is to probe into the question how and to what extent public libraries can play their part effectively in the development of science and technology and serve the needs of the industry.

The work of an industrial concern could be viewed from two aspects, first, the technical considerations relating to the design and manufacture of its products and, secondly, the organisation of men, machines and materials. Both aspects require a fairly high degree of vigilance, knowledge and study of new techniques and new materials developed in research laboratories and utilisation of their valuable findings in improving the design and quality of its goods and reducing the cost of manufacture for the benefit of consumers. That public libraries should be a source of commercial and technical information is not a new suggestion. It is new in the sense that a majority of businessmen and industrialists are often unmindful of their potential. There are a large number of small industries and manufacturing concerns with technical and production problems who are quite vague about whom to approach for getting answers to their problems. In such matters, public libraries can play a very important part to help the industry in improving their techniques and solving their technical and managerial problems. The public libraries, by virtue of their having larger contacts with the people, can usefully act as 'catchment areas' for the problems of individuals and firms who need advice.

In the present era of scientific and industrial development and ever expanding field of knowledge, the question arises how to meet the rapidly

increasing demand for information on diverse subjects and how to convey the information to those who need it but are unaware of its potential value. The answer is not so simple as it may appear to be, but the ultimate success in this sphere shall depend largely on the following measures:

1. Acquisition of Material.
2. Library Co-operation (including 'Inter-Library' Lending System).
3. Staffing.
4. Information Services.

The succeeding paragraphs explain in detail each one of the above mentioned measures.

1. Acquisition of Material

A public library must build up and maintain the best possible and most appropriate stock in order to answer a fairly high proportion of inquiries from its own resources. The criteria for selection of suitable material for acquisition should be based mainly on local needs—by local I mean the area it is required to serve. It should make an all-out effort to fill up the gaps regarding literature needed within the Region.

It should subscribe to a very wide range of periodicals relating to local industries and also those likely to be required for background study. Besides basic text-books, it should maintain a highly rich collection of pamphlets, patents and specifications, standards, research reports, conference proceedings (both national and international), government publications, annual reports of research and industrial bodies, dissertations and theses, file of current information, trade catalogues and literature, directories, etc. It must also acquire as many bibliographical tools as possible, namely abstract periodicals, indexes and the like.

2. Library Co-operation

In this atomic and jet age, the variety and the magnitude of published material in science and technology is so large that it precludes its purposeful acquisition, maintenance and dissemination by one single library and renders the cost of operation irrational. Even the largest libraries often prove inadequate and very often fail to give immediately the information that is sought. In other words few libraries are likely to create a 'user—confidence' from their own resources.

To meet this challege and also in the interest of economy and efficiency, *cooperation*—pooling of resources—on Regional basis is the only answer. A well-planned and carefully organised cooperation between libraries which hold special material in the Region and more specialised sources of information like, research and trade associations, government departments, learned societies, etc. will come closest to realization of our goal. The public librarian of to-day needs to know about these sources of information as thoroughly as he needs to learn about his holdings in the library. Special guides in the form of union catalogues and lists are very essential to help the libraries to know these direct and indirect sources of information.

Inter-Library Lending System—Centralised vs Regional—A word of caution seems to me necessary here to those who support all-through centralisation of library co-operation and inter-lending at the national level. An absolute multi-focal system is bound to be relatively slow and much more cumbersome. While delay to a general reader may be no more than a nuisance, it is often very serious and sometimes intolerable for a scientist

or technologist, who needs a document or information quickly to solve his problem which has arisen at the laboratory or workshop table.

Regional System and Regional Self-sufficiency.—Too much centralisation will, therefore, be inadvisable as it is likely to defeat the very purpose of library cooperation. A 'Regional System' comprising all libraries existing in a convenient geographical area forming more or less a homogenous Region is the only answer that will meet the situation efficiently and economically. All those who have anything to do with library cooperation will agree that it is in the interest of service, economy and efficiency to strive towards a greater degree of *Regional Self-Sufficiency.* It is therefore essential to pool down and bring about the integration of resources of all the libraries in the Region and, finally, embark upon an inter-library loan system aiming at speed and reliability.

The successful functioning of information service in the 'Regional System' shall ultimately depend upon the following factors:

(*i*) reliable union catalogues and lists,

(*ii*) proper subject-divisions according to fields of interest,

(*iii*) regional self-sufficiency through library cooperation,

(*iv*) simplified and standardised inter-library loan procedures.

In order to fulfil the first three conditions,, all co-operating libraries should regularly exchange lists of acquired material in general and scientific periodicals in particular. These lists should be incorporated into a Union Catalogue without delay to ensure reliability. Such lists would not only inform each librarian in the Group about the holdings of the other, but also reveal, firstly, some degree of duplication and, secondly, gaps which could be filled up by mutual agreement in a pre-decided pattern of subject specialization. The savings thus made could be usefully utilized for buying other readable material which is needed but is not available elsewhere within the Group. The central public library forming the basis and backbone of the 'Regional System' will have to play a special role by virtue of its unique position in controlling much larger funds and facilities. It will be able to save a lot of money and valuable space by avoiding unnecessary duplication of material already available in other libraries cooperating in the 'Regional System'. These funds and such others as it may be able to draw upon the state could be very usefully utilized in filling the gaps, attaining greater 'regional self-sufficiency', and creating greater 'user-confidence'.

The advantages of library co-operation on the 'Regional System' could be summed up as follows:

(*a*) saving of time—a very important factor in science and technology,

(*b*) saving of money by avoiding unnecessary duplication,

(*c*) creating 'user-confidence' by regional self-sufficiency library,

(*d*) access to literature on subjects outside the scope of a co-operating library,

(*e*) providing a common forum and meeting-ground for libraries to discuss common problems.

Regional Systems—General and Special.—The set-up of 'Regional-systems' as envisaged in the plan so far provide for a single integerated unit

of all types of libraries with its focal point at the central public library in each Region. But there appears to be some valid apprehensions of research and technical librarians whether such a central unit in the Region will be rational and competent to provide the type of service needed by the technical and industrial libraries. At the same time, it is equally true that larger public libraries can do much to supplement the supply of costly sets of scientific periodicals, patents and specifications, technical reports, etc., which may be beyond the financial limits of single libraries cooperating in the system. Under the circumstances the best solution seems to be integeration of libraries at two focal points—general libraries forming one focal point at the central public library and special and technical libraries forming another separately. Such a network of bi-focal 'Regional-Systems' of general and special libraries, each functioning as complementary and supplementary unit for the other at the regional level, and linked further with National Central Library at the national level, shall play its effective role in national development projects.

3. Staffing

Reference department of any library, may it be public or special, big or small, can no longer be manned by unqualified and inexperienced staff. Reference and information work is the essence of librarianship and, as such, it is essential that the staff employed in these departments should be adequately qualified, specially trained, capable of understanding requests and of directing them into fruitful channels.

It is no use pretending that the technical inquiry work in the reference department of a public library can be handled adequately and efficiently by staff who have no reasonable standard of scientific background. At the same time, it would be uneconomical and unrealistic to expect public libraries employing information officers with high scientific qualifications. If the Technical Reference Departments of public libraries are to play an effective part in serving science and technology, it would be desirable to have library staff with at least B.Sc. qualification with post-graduate training in special librarianship and adequate experience in scientific documentation.

In India we don't have so far, any institution or centre imparting systematic training in special librarianship or documentation. It is time that we have one as soon as possible to meet our present as well as future needs. We hope that the recently formed Indian Association of Special Libraries and Information Centre will give a lead in this direction in co-operation with Indian Library Association.

4. Informaton Services

Conservation of knowledge has been a major activity of libraries since their beginning. In recent years, in order to adapt the libraries according to the users' needs more attention has to be paid to the second vital function, the transmission of knowledge. But without this second function, libraries obviously have no purpose. This is the dissemination of right information from the printed page to the right person at the right time.

While it is not feasible, nor would it be economical for a public library to undertake the detailed analysis of a vast field of literature and disseminate it to the users, it would however, seem desirable to publicise the availability of new material acquired not only by the central library but also some of the

selected material from exchange lists of other cooperating libraries in the Region. This could be done in the form of lists, abstract bulletins, bibliographies, union catalogues, etc. The union catalogue of serial publications being the most important bibliographical tool in library cooperation, especially, for special and technical libraries, require careful compilation not only to ensure reliability but also to make it essentially a very convenient tool, easy to refer to, and not a masterly giant to scare its users.

Photo-copying service—A user might find a report or article of his interest and may like to possess a copy. Sometimes, copying of articles instead of lending of bound periodicals may be more economical and less troublesome. In order to meet such technical needs, public libraries must have adequate facilities for microfilming and photo-copying of documents.

Translation Service—Again, an article or a publication may be in a foreign language which the user does not know and yet would like to read it if a translation is made available. In order to meet any immediate exigencies, it is desirable to have a local panel of part-time translators, if funds permit. Otherwise, it can benefit from the services of a national centre like INSDOC which maintains an index of translations available in the country and could also translate, if so desired, any material into almost all languages of the world.

CONCLUSIONS

India, today, is on the threshold of economic resurrection and industrial revolution. A number of projects pertaining to national reconstruction and industrial development are already in progress and more are in hand. In this crucial era of national development and, much so, when we are just embarking on our second Five Year Plan for development of heavy industries in this country the organisation of the technical services of public libraries would be of special significance so that these may play their due role in industrial development not only in the public sphere but also in the private sector.

A multi-radial network of well-organised and integrated 'Regional-Systems' of specialised and public libraries at the regional level with chief emphasis and aim at attaining regional self-sufficiency by acquisition of material according to local needs of the users, and these 'Regional-Systems' further linked with the three National Central Libraries at the national level seems to be the most rational and workable plan for organising an efficient library service in India, and should essentially form part of the second Five Year Plan. The future significance of public libraries service in our country depends largely upon how soon and how well the cooperative provisions of information service are organised and developed at the regional as well as national levels.

Development of Public Libraries

by

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The development of public libraries in India should indeed be a subject of vital interest not only to the librarians but to the whole nation in general; for, a public library, wherever it be situated, is essentially a national institution, although it may be in a position to cater for the needs of only a very small percentage of the whole community. This, however, is scarcely realised, and as such, the development of libraries in general has not yet received in this country the attention it deserves. It would be interesting to note here that even in the Western countries, the lead in the matter of the establishment of public libraries was given by social reformers who were deeply touched by the ignorance and the wretched condition of the masses. These reformers established public libraries with the aim of providing the traditionally down-trodden sections of the community with means of improving themselves by the acquisition of knowledge. They faced, if not opposition, greatest indifference on the part of those very people for whose benefit they were striving; for the then illiterate masses could hardly appreciate the need for knowledge and the consequent improvement of their lot. They had more or less resigned themselves to their 'fates'. We, in India, find ourselves confronted with the same situation. Our masses are illiterate, and even the average intelligent and educated person is unaware of the potentialities and efficacy of library service. To add to this, the Government of the country is busy with its development programmes and seem not to be keen on taking initiative in developing or giving priority to this service, which is quite evident from the difficulties faced by us in moving the Government to sanction sufficient grants to the public libraries—in fact just a semblance of them—that we have in few places. The lack of initiative on the part of the Government, however, is in itself by no means discouraging; for, the proper functioning of public libraries would seldom be insured if they functioned as Government departments. The Government should be concerned only with the pooling of and the administration of the funds to avoid waste. The actual establishment and development of libraries should as a matter of course be the concern of librarians and library associations who have an insight into this service. In fact, we must apply ourselves with all the zeal and more or less exclusively to this task. If the people and the Government would not take the initiative, we must go to them and get amongst them in such a way that the former cannot but perceive the public library which is only for them. At present, we serve the community only if any of its members care to approach us. We have never embarked upon a mission of making ourselves (which, of course, means the library service) known to the community; we have not identified ourselves with the

community; but in order to make ourselves known to the community, we must know the community, particularly its needs; for it is through offering the community means for meeting their needs successfully, that we could make ourselves known, and could induce the community to avail of the unique service at its disposal. We have to make an all out effort to reach the public and popularise the library service; our success would, however, depend upon the spirit of service—almost missionarylike—and certain clear and fundamental concepts to which I turn now.

The public library to me is a national institution manifesting what we may call democratic principles. We do know that all men are created equal; and as far as the public library is concerned, they shall live or be treated equal. The public library in our country, therefore, must provide suitable means even to the lowest among the society to enable them to rise to the level of the traditionally superior classes. The implementation of this principle in practice would mean that in many places our public libraries would have to provide such things as slates and pencils, picturebooks, booklets containing the alphabet, simple arithmetic tables and the like, along with literature for the average intelligent and educated persons as also special collections. Just as a modern public library in the West would have a juvenile section, our public libraries should offer facilities even to the most uninitiated adults to overcome illiteracy. It is thus that the public library can implement the principle of equality of men in practice. I do not mean, however, that the public library should undertake an extensive literacy campaign; but I do feel that the public library should be a place which would hold interest even for an illiterate person. If he knows that he is not merely welcome there, but that he could find there service which will benefit him, he will be drawn nearer to it, and at a later stage, he will be in a position to make the utmost use of this institution which is run entirely in his own interest. A question may be raised here namely how are we to reach our illiterate masses; well, I may say, it is not very difficult; but as I have already mentioned, we will have to study our masses, prior to offering them service; their present state, the immediate goal of improvement, their day to day routine, their needs, their meeting places etc. Such a study would enable us to devise a proper plan for our purpose. I have perhaps given an impression, hitherto, that the public library should cater more for the needs of the vast section of the masses as yet not brought within the field of service of the existing libraries. Not so; along with these masses, we have to conduct a survey of the entire population to know correctly the requirements of each different section of our community. I wonder, how many of us here consciously study our readers and adapt our services accordingly. No doubt, it is a bold statement; but I feel that had we our readers in our mind, we would have scarce bothered ourselves about or focussed so much attention as we have done or still do, upon minute classification and such other technicalities. Is it really worthwhile using up our energies in this direction rather than using them for the essential task of bringing home to the community the potentialities of our service? Can we not serve the present needs of the class of readers that we have without the aid of minute classification and other technicalities? I am afraid, we have failed to grasp our problem which is essentially sociological. How can we serve a community without making any attempt to understand it appreciably? Even the training of new librarians at universities, or other courses do not include a study of the community. The training leans towards technical

efficiency rather than towards imbibing into the trainee a spirit of service. It does not recognise that the function of a public library is sociological in character and that a public library has a definite place in the society. May I suggest that the All India Library Association nominate a Committee to consider this point and make suitable recommendations.

Another point that I would like to make out is that the public library is the only agency which can bring knowledge to the people. This is essentially the age of division of labour. Only some of us specialise in the trade of pursuit of knowledge. They manufacture knowledge ; and this product has to be sold to the public ; but there are numerous types of people whose demand is to be met ; and the public library cannot turn away anybody. Hence the librarian must be able to display his products—and mind he has the sole agency—effectively, so that no buyer feels that there is not an item which can satisfy him. Like an ambitious salesman, the librarian should present his wares in such a way that the inquirer must be pleased and satisfied that he has got what he was looking for. The librarian shall never say "no" to anybody ; but is our average public librarian of today in a position to meet the demands of his readers? Certainly not. We have, in Bombay, a few public libraries, in name. For that matter, even the Central Library at the Town Hall is not really a public library. It would be years before a real public library can function. What then could be done under the circumstances? The obvious answer is co-operation among the existing libraries. It is gratifying to note that co-operation on informal basis does obtain ; but that does not go far enough. Moreover the free reading rooms and the libraries, which are frequented by the common man, have never sought co-operation from the private libraries. In fact, they lack the essential means, namely a telephone, for effective co-operation ; because of this lack of facility the librarian would not be in a position to get readily information which he has not got himself, but which someone else could certainly give him. If the Curator of libraries could move the respective library authorities in the matter, and could make them agree to a plan of setting up telephones at their libraries, the Common Bombayman will soon become conscious of this unique service. Of course, we will have to attract his attention by inviting him to ask for any relevant information at any library suitable to him ; which again means our going to the public instead of expecting them to come to us.

I may now summarise my thesis.

The public library should be a national institution conceding and practising the principle that all men are created equal. In our country, it is the enlightened librarian who will have to take upon himself the responsibility of establishing and developing public libraries. It is necessary for us to make a gala propaganda to popularise our service. We must study the community we are to serve ; and lastly, until such time as real public libraries come into being, co-operation among the existing libraries should be aimed at ; and library authorities should be persuaded to offer facilities for effectual co-operation on formal basis.

A Scheme for the Development of Public Libraries in U.P.

by

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It has been announced in the papers that a colossal sum of 67 crores of rupees has been sanctioned to re-organise education in the province and to remodel the entire structure an ambitious project has been launched. The step taken by the Govt. deserves commendation by all concerned and everybody now will be relieved to find that a proper step on the right direction has been taken. The details of the programme have not been made available to the interested public and the few items that appeared in the press reveal that a vast army of teachers is being recruited to man the schools that are to be opened in the near future to attack the problem of illiteracy which is the most besetting evil and can claim equal precedence with its another stalwart friend—poverty. The opening of such schools especially in the rural areas is of prime importance and unless every one of our people is properly educated, the question of raising the standard of living will not have any legitimate chances of being solved. Closely linked with this vital problem is the problem of attracting the rural population to its own surroundings, for it has been experienced by all that the rural population tends to fall an easy prey to the so called glamour of the city life and flock to the cities in search of jobs whenever they get an opportunity to do so. Moreover, those who receive a little bit of education think that they would not be able to mix with their illiterate brethren and thus an artificial gulf between the educated and the non-educated is created. Effective steps therefore, will have to be taken to stop such depopulation tendencies among the rural people. I wish to point out that unless the people in the rural areas get the same benefits from the state as their fellow citizens in the cities, there would be no end to this problem and very soon it would assume such a gigantic magnitude that it would become a great menace to the society. I am aware of the fact that under the Five Year Plan No. 2 the Govt. are concentrating more on such social problems and such timely actions as the building up of roads and encouragement to the cottage industries are being most actively given, but we must not forget that the cultural side of our national character needs to be developed as much as the material aspect. We should not forget also that man craves not only for bread and although the solution of the economic ills require our immediate attention, the betterment of the national life especially in the sphere of education should be our next important target. For this purpose the opening of the schools would in my opinion be not enough, because in a school, a boy or a girl (for I take it for granted that fair provision will also be made for female education under the scheme) remains for a specified

number of years, and then they go back to their respective callings and soon after forget all that they had studied in their schools. The book learning makes but a faint impression on their minds and soon the domestic worries and other difficulties make them to forget all that had been learnt by them. It is not only because of those things that our people cannot retain the education that they have imbibed in themselves but also because of the fact that adequate facilities do not exist to keep up their reading habits. To maintain this habit adequate measures for follow up reading should be taken so as to keep the people in proper touch with the better side of life, and to create in them a real thirst for knowledge, I venture to suggest that there should be strings of libraries in every district. The rural areas should be provided with smaller libraries where books suited to the needs and likings of the rural people would be stocked. Mobile libraries may also be provided for the places where the population is very sparce and where a permanent library would be rather a wasteful investment. These libraries if they are properly guided can become proper social centres and can help to make the rural life more interesting than it is at present. The attention of the people would be directed towards their own betterment and these can promote group discussion and what is most important can serve as the great centre of rural culture. The folk art and music are almost in their last gasps and the educated people are gradually becoming foreign to them. The villages are no more proud of their local talents and thus much creative genius is wasted. If proper education is given to the people in their own setting it would no doubt go a long way to make the rural life more beautiful and fruitful and the libraries can play an effective part in reorganising the rural life which is the crying need of the day. The scheme envisaged here can be described briefly as follows: There should be a central library at the head-quarter of each district and this should not only serve as the biggest centre of books in the district but also as the source from which the branches will receive their supplies. Subordinate to this centre would be branch libraries located at the tahsil headquarters and these will function exactly in the same manner as the central library in their respective spheres. Under each subordinate library there should be smaller village libraries and books and periodicals will be supplied to these by them. It is not proposed to have a permanent stock of books in the village library but the books will be changed after every two months and these will be sent to other libraries. Thus there will be a continuous change of the stocks and people will have opportunities to read new literature at regular intervals and this will also be economical for no permanent stock is necessary for all the centres at the same time and if things are properly managed, a relatively small stock can satisfy the need of a large population. The isolated hamlets and other sparcely populated areas can be supplied with books and periodicals by means of mobile libraries on vans and thus a long area can be covered in a relatively short space of time.

It is not proposed that to implement this scheme the Govt. should at the outset build many buildings to house these libraries. The schools that are being built can serve most conveniently as the libraries also and with a little training the school masters and other educated persons of the village can act as assistants to the head quarter staff.

The central library should however, be adequately housed and staffed but here too, it is not necessary to have something very elaborate. A simple building with a spacious hall to serve as the stack room and few other rooms

would be all that are required. The staff however should be adequately trained for the purpose and should be perfectly aware of the great trust reposed on them. The management of the village libraries should be as democratic as possible and in the choice of books, the wishes of the people should be given proper respect. In every such library there should be a special section for children and efforts should be made to procure books which could be read with profit by the young folk from every language. If the translations are not readily available, the library staff should read such interesting books to the children and make them understand the contents. For translations from other languages a separate organisation should be set up without delay by the state and books which have attained outstanding fame in other languages should be made available to the people in their own language. This would not only quicken their intellectual curiosities but would help a great deal to the development of wider outlook and can level down the prejudices which are such a great drawback to our national progress. It is not that translations from other languages are unknown, but the need of the hour is to put it on scientific basis and to entrust the work to persons who are really qualified to do the job and can preserve in the translations the beauties of the original. I quite admit that such a job is difficult but I can say with equal emphasis that it is not impossible and if right persons are appointed, we can expect very good results.

The scheme thus envisages a programme for the establishment of a vigorous library movement which would be of great assistance to the schools and the rural population can derive the greatest advantages from them and these will serve to fill up the void that is created after the boy or girl leaves the schools and enters life.

Public Library Development in India

by

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People's Free Reading Room & Library, Bombay.

The public library movement needs now to be progressed at a splendid rate. One of the pressing needs of the day is the establishment of many public libraries and reading rooms, in hundreds of Indian cities, towns and villages, the majority of which are at present but indifferently supplied with books. It is not creditable to us as a nation that we should be almost alone among the leading powers in not having a fully responsible department for the library movement. When a ministerial authority is accredited to such department, his office becomes naturally the headquarters of public libraries. Needs of the day prove that people want free reading freely and hence the necessity of having the reading rooms and libraries free. It has been found that the use of the word "Free" attached to many libraries rather stamps them as being of the nature of charitable institutions ; and so, it may be advised to discontinue the word "Free" as applied to them inasmuch as libraries, education, land and trade can never be absolutely free.

There are many associations and unions for the promotion of various objects. Most of these appeal to the public for subscriptions for the maintenance of a paid staff and to meet the expenses of the propaganda. But there is no association for the promotion of the public library movement as a whole in India and there is no paid servant for the advocacy of the movement. The Indian Library Association we have ; and thanks to its Officials that we have had now the helping hands of our neighbouring Asian librarians as well as some foreign experts in the development of library movement with whose kind cooperation, India has to play a vital role of libraries in education in general and the development of public library movement in particular.

The public library movement is essentially one for the good of the entire community, and the earnestness of its many a pioneer has placed it in the position which it now occupies in the Indian Library world. The excellent body, the Indian Library Association, is doing much to create a spirit of emulation among librarians. Quite a new life has of late been infused into it ; and its work is destined to permeate every section of library operations. Many members of this Association have rendered valuable aid for the development of the library movement, even enough they differ widely in their views respecting the formation of the public library and public library administration. A few years ago, the leaders of library movement found the number of public libraries very small, but after an interval of about two decades the total number stands just over average expectations. This indicates that we have reached a rung of the ladder in our national life when these institutions are progressively increasing. And thanks to the promoters

of the second Five Year Plan that a new life is expected through the financial aid necessarily solicited to be proportionately earmarked for furthering the cause of the said movement.

The old idea which the political economists of a generation ago, disseminated so persistently that the only business of a municipality or a municipal corporation was to pave the streets, look after the lighting and watering, and maintain public order, never took a firm hold of the people ; and that idea to-day is openly scouted by the majority, because the cultivation of the minds of the people is a matter of public interest. It was soon felt that the mental cultivation with which the community was concerned, could not logically be confined to the training afforded by the elementary, or secondary school and college. Further facilities were needed ; and so public libraries came to be regarded as a legitimate part of the machinery of the municipality.

As a question purely social and free from the influence of party politics or religious prejudices, the public library movement has rapidly risen to importance. The process of educating the public on a subject requires unlimited time and patience, and opposition coming as it frequently does from unexpected sources, makes the work at times difficult and very arduous. Considering that the existing institutions especially those in the large commercial centres of the provinces, have so fully and conclusively justified their existence the wonder is that we have now in India after the Independence, a good number of libraries added to the existing total in the past ; but that does not and will meet the book-hunger of a reading people and is not by any means creditable to the enlightened and practical character which the people of some of the foreign countries claim to possess ; and in the provisions of books for free lending we have been left far behind by other countries and colonies. A day is not far off, when we shall have to endeavour to reply to some of the arguments usually advanced against the public libraries ; because of the increasing taxes, public libraries are no longer a luxury ; for, the march of education has made them absolute necessities. They are in the truest sense, educational institutions ; and as such, are deserving of support out of the municipal rates, also because of their providing facilities for the continuing of study after school and college days are over and thus becoming a best link more than any other institutions, between leaving school, college and adult citizenship.

We live at a time when there is a disposition to think that the Government ought to do this and that the Government ought to do everything. There are things which the Government ought to do. Though in former periods the Government have neglected much and possibly even now they neglect something. But there is a danger on the other side. If the Government take into their hands that which the man ought to do for himself, it will inflict upon him greater mischiefs than all the benefits he will have received or all the advantages that would accrue from them. The essence of the whole thing is that the spirit of self-reliance, the spirit of true and genuine manly independence should be preserved in the minds of the people. If the individual loses his self-reliance, if he learns to live in a craven dependence upon wealthier people rather than upon himself, he incurs mischiefs for which no compensation can be made. It is in the spirit of these words that the public library movement will continue to make headway.

In the many uses of these institutions their very tendency is to cultivate self-respect and self-dependence. No one who has once tasted the joys, the

pure intellectual joys of reading, can help feeling something of enthusiasm at the idea of public libraries whose open portals invite all alike to enter. It is such a perfect luxury to sit down with some really good book and in a few minutes to be transported out of common work-a-day world into brighter scenes and the whole familiar converse with the great and good of all ages and climes. Good reading if pursued systematically, constitutes a liberal education. There is every need now more particularly to give to the people the means for further education. A good amount is being spent every year over education for every one of the students ; and a stage comes at that point in their life when the means of continuing their studies are denied. To such as these, a public library provides a pleasant mode of adding to their stock of knowledge in carrying it to a further point. The argument of public libraries has reference chiefly to the class of literature which is supposed to be in greatest demand *viz.* fiction. Some people appear to think about having had the greatest proportion for the greatest number of fiction provided by the public library. Really speaking it is not so. However, it is by a careful supervision exercised by most committees responsible for the working of the public libraries that questionable productions under this head are excluded. Scarcely remains to be said that under fiction are classed the works of many writers the circulation of whose novels might still be wisely promoted at the cost of the common purse of the place-city, town or a village ; for they are among the most skilful and most persuasive of moral and intellectual educators and supply mental recreation of the highest value in the community.

It is an inevitable law of nature that the interests of all shall be so intermixed that there is a mutual dependence one on the other for comfort, safety and immediate advantages under which they might live. It is the carrying out of the principle of union where all citizens contribute for the common good of all. It is far better for a nation, a community or an individual to aim at what might be considered the ideal than to burrow downwards, and the work of the public libraries unmistakably tends in that lifting up of the people.

The question of high cost of the literature for the public libraries shall have to be considered. From the public point of view, the public libraries should contain cheap books ; but they should also contain something infinitely more valuable. What Carlyle said that "the true university of these days is a collection of books" did not mean even in those days simply cheap editions of standard works. The fact of books being cheap does not necessarily bring those which any one may desire to read within their reach. The experience of the large subscription-libraries proves that they do not find a diminution in their number of borrowers because the books are cheap ; and the same truth applies to borrowers from public libraries. Literature has not adapted itself to the democratic tendency of the times ; and if the democracy is to suffer in consequence, literature also will be injuriously affected by the narrowness of the market the cheapening of good books is a vital point now that political freedom is the possession of the masses. For, the masses also read ; and the only question is as to what is presented to them for their mental development, amusement or instruction. Now, those who carry this argument to its logical sequence cry, "Let the people who want to read buy their own books ; reading, no doubt, is an excellent thing, but let the reader pay for it himself instead of asking the tax-payers to bear the expenses". Another objection may be brought against these institutions

(public libraries) when attempts are made to establish them, that they would injure the subscription libraries and the book selling trade. But it may be unhesitatingly affirmed that this is not the case. The sale of books is not diminished by the proximity of these libraries. The existence of public libraries has certainly not a deterrent effect upon the sale of books. On the contrary, the public libraries engender habits of reading, and no trade benefits so much from this as the booksellers, and some booksellers are among the best friends of the public library movement.

All those who know of the public library institutions would be prepared to acknowledge that in times past, they have done a most admirable work ; but it may very seriously be doubted whether they are equal to the needs of the day inasmuch as they are too exclusive in character, being proprietory institutions. They are again too costly to the average working man, for there are few of them where subscription is less than about eight annas a month for the lowest class.

The vital principle to keep the public libraries healthy and vigorous should be that they should be subject to the control of the popular vote and should not be too much under the control of the cliques. Let us hope that during the period of the second Five Year Plan, we all see that the long cherished desire for having every Indian village having a school must have a library, is soon fulfilled by the establishment of public libraries for the greatest good of the greatest number.

Training for Librarianship in India

by

SRI PRAMIL CHANDRA BOSE

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Introduction : Libraries as such are, no doubt, very old institutions. But the phase of the library movement known as the modern library movement—started in the middle of the nineteenth century and as such is only about hundred years old. Formal and regular arrangement for training in librarianship, however, was given practical shape in the last quarter of the nineteenth century. The school estabilished by Melvil Dewey in 1887 at Columbia College in the United States of America solely for professional training of librarians is considered to be the first school of training for librarianship in the world.

BRIEF ACCOUNT OF ORIGIN AND ESTABLISHMENT OF LIBRARIANSHIP TRAINING CENTRES IN INDIA

In 1910 Maharaja Sayaji Rao Gaekwad of Baroda, one of the highly enlightened Indian Princes of the time engaged the services of Mr. W. A. Borden, an American librarian as organiser and Director of a State Library Department in Baroda with the intention to make the facilities of libraries easily accessible to the people of his State. Mr. Bordon was associated with the library school organised by Dewey as a teacher. During his three years' tenure of office in Baroda Mr. Borden not only established a central State Library in the Capital city of Baroda and planned a net work of public libraries throughout the State but also started librarianship training classes. Baroda also tried to do some missionary work in respect of imparting training in librarianship. For when the training classes were started by Mr. Borden in 1910 invitations, it is understood, were extended to outsiders to take advantage of the classes. The call, however, fell, it is said, on deaf ears. It occurred to few people of those days that librarians needed training for their work ; a librarian was assumed to be born, and it was believed that training had nothing to do in his making.

The next landmark in the history of training in librarianship in India is the opening of the library training class in Lahore by the University of the (undivided) Punjab under the care of Mr. Asafon Dickinson, an American librarian who was invited by the University to re-organise the University library and train a number of librarians in new methods of library science. Since then until the partition of India the University continued to hold librarianship training classes every second year. In early days of librarianship training in India trained librarians generally were not held in esteem: Late Khan Bahadur K. M. Asadullah, ex-librarian, Imperial Library, Calcutta now known as the National Library who belonged to the first batch of library students of Dickinson and was the first graduate to enter the profession was, in his own words, nicknamed, 'educated duftri'!

Under the leadership of the distinguished Indian Librarian, Dr. (then Mr.) S. R. Ranganathan the Madras Library Association organised its first

Summer School of Library Science in 1929 which was subsequently taken over by the Madras University in 1933. The University also started a diploma course in library science in 1938.

The next move in the matter was taken by the Andhra University in 1935 when it started a diploma course under its auspices.

In early thirties of the present century leaders of library movement in Bengal are found busy actively advocating introduction of courses in librarianship in Bengal and trying to convince the Bengal Government and the Calcutta University of the necessity of providing facilities for the training of librarians. Late Kumar Munindradeb Rai Mahasai, who was then President of the Bengal Library Association and of the Hooghly District Library Association and was very keen to see that librarianship training centres were opened in Bengal under the auspices of the Bengal Library Association, at last in co-operation with his colleagues arranged for opening a librarianship training camp in 1934 under the auspices of the Hooghly District Library Association. As this camp was organised as an experimental measure it was considered better not to associate it, in the first instance, with the Bengal Library Association. The first librarianship training camp at Bansberia in the district of Hooghly held in 1934 proved a splendid success and emboldened the leaders of library movement in Bengal to draw up plans for opening regular training classes under the auspices of the Bengal Library Association. Ultimately in 1937 the Bengal Library Association founded its Summer school of Librarianship. The Association has since then been not only conducting the school in Calcutta every Summer but since 1954 has also started Week-end Training Courses in Librarianship in Calcutta and also has been organising and conducting librarianship training camps in different and remote parts of West Bengal for the training of rural and other library workers who cannot afford to avail themselves of the facilities of training provided by the Association in Calcutta. Both these experiments have proved very useful and popular.

Khan Bahadur K. M. Asadullah who had great enthusiasm for library movement and librarianship training in India spared no pains while he was librarian of the Imperial Library to convince the Government of India of the necessity of opening a training centre for librarians in Calcutta and 'after much haggling' with the Government was able in 1935 to open a diploma course in librarianship under the auspices of the Imperial Library. The course was discontinued when the Calcutta University opened its Diploma course in 1945.

In the forties several Indian Universities started their Librarianship courses. Thus Banaras Hindu University in 1941, Bombay University in 1943, Calcutta University in 1945 and Delhi University in 1947 opened their Diploma classes in Librarianship. Delhi University went a step further. It not only opened a Diploma course but also provided for a Master's degree course as well as a Doctorate degree course in Library Science. In 1951 the Aligarh Muslim University provided for a Certificate course in library science.

Besides the Universities and library associations mentioned above there are other library organisations in the country which have organised training centres for librarians and have been running courses in library science. A list, which may not claim to be fully exhaustive, of such organisations will include the name of the following—Delhi Library Association, Andhra Desa Library Association, Maharashtra Granthalay Sangha, Library Asso-

ciation of Gujrat, Library Association of Karnatak, Bihar Library Association and Howrah District Library Association.

Present position

According to the agency by which training is organised and imparted the present day library training centres in India may be broadly divided under two groups. Those which are run by the Universities may fall under one group. The Universities generally run a diploma course. Two Universities have certificate courses and one a Master's degree and a Doctorate degree course also. The training centres held under the auspices of the various library organisations in the country may be placed under the other group. These organisations generally run certificate courses. One of them however holds examination for a diploma.

University Centres of Training

As for the diploma courses of the different Universities the general structure of the curriculum and syllabus does not seem to be widely divergent. There are no doubt some differences if the details of the curriculum and syllabus be analysed. There also may be preference for a particular system and technical method in one University and for another system and method in another University. But on the whole the general outline of the curriculum and syllabus is more or less alike. Regarding essential qualifications of the candidates for admission, duration of the course, tuition fees, examination fees etc. there are again minor differences in some cases which may be ignored and it may be said that almost uniform practice prevails with regard to them in these Universities. The standards of teaching and the standards of examination prevalent in the Universities are subjects over which opinion may differ. But as regards teaching arrangements everywhere working librarians are invariably entrusted with the teaching of at least the more technical subjects. In some universities the Department of Library science or the Department of Librarianship and the University Library may theoretically exist as two separate organisations but for all practical purposes they are generally found to be same and one. The composition of the body that is constitutionally responsible for running the courses in library science or librarianship may not be exactly alike in all the Universities. Taking all factors into consideration it may be said that though there is scope for standardisation of the different aspects of librarianship courses of the Indian Universities the general and broad set up and structure of the courses and of the organisation for running the courses is on the whole of the same pattern and style.

Other centres of training

What has been said with regard to the University centres of training for librarians is unfortunately perhaps not applicable to other centres of training. The librarianship courses conducted at various centres in the country by different library organisations do not seem to observe curriculum and syllabus, methods and standards of teaching and examination, rules and practice governing the duration of the course, essential qualifications of candidates for admission and the qualifications of the teachers, which can be considered as alike. It is not my intention to decry what is being done by the organisers of these training centres. I fully appreciate their enthusiasm for and interest in running these courses selflessly and mostly on

voluntary basis. I am fully conscious of their laudable service and efforts. But at the same time I cannot help thinking that much chaos and confusion prevails in ideas about the nature and scope of training offered by the different centres of training in the country due to want of enforcement of uniform standards and practices followed by them. Absence of any central co-ordinating agency is perhaps responsible for this state of affairs.

Lack of Uniformity

India is called a subcontinent. It is said that Unity in Diversity is the special contribution of India to the cultural history of the world. It is therefore natural that the same rules and standards may not be in their details universally and blindly adoptable in all spheres of social, cultural and educational activities all over the country. But there is no denying the fact that the system of education for librarianship in our country owes its origin and development to western ideas and principles. As such the pattern of the training for librarians is based on western systems. Under the circumstances it is not understood why a uniform system of training at least uniformity with regard to its fundamental aspects cannot be adopted in all parts of the country. Since introduction of such uniformity will remove the cause for chaos in the field of training for librarianship in India and place all trained librarians coming out of similar centres of training from different parts of the country on equal footing needless to mention that some effective measures for the realisation of this ideal are highly desirable.

Other criticisms

It is often said and not without substance that the present system of librarianship training in India is a mere imitation of the West and that the special features and needs of our country have not been given due place or recognition in it. This is a very important question and requires a thorough and careful study and consideration. If after proper enquiry it is found that the systems prevalent here should be revised or reconstructed to accommodate our special needs and features it will be necessary to indicate the directions in which that revision should take place.

Another criticism that is frequently levelled against librarianship training courses in our country is that in most cases during the period of training too much attention is given to theories and as a result the practical aspects of all problems of library organisation, administration and service are ignored and are not thoroughly learnt by the students. How far this criticism is justified and if justified how the situation can be improved, whether a period of apprenticeship is necessary for the trainees, and if so whether that period is to precede or follow the theoretical courses or both to proceed together—these are some of the important problems and questions which deserve thorough scrutiny and recommendations about them in healthy lines will be hailed with joy in Indian library world.

How far the local conditions and needs of different parts of India need deviations from general principles and standards relating to the librarianship courses and how these deviations should be worked out in practice are also problems worth considering at this stage.

So if anything constructive is to be done in the field of professional training of librarians in India at this stage it must be said that time has not come when in the interest of librarians, library movement, library profession, and all concerned the present position of education for librarianship in India

in all its branches, phases and aspects should be thoroughly studied and reviewed, practicable recommendations suitable to modern needs and special conditions of our country are to be offered and steps are to be taken for effectively establishing, as far as possible, uniform standards and rules for the same categories of training centres in different parts of the country.

CONCLUSION

The question, however, remains: who can undertake the task mentioned above? I think the Indian Library Association is the proper and competent body to do it. If this Conference agrees, it may request the Indian Library Association to appoint a competent Committee to study and look into all aspects and problems of training in librarianship in India thoroughly and make recommendations regarding various categories of librarianship training, keeping the object of introducing as far as possible, uniform rules, practices, standards and conditions of training to centres of the same categories of training all over India, and the object of obtaining better and healthy results out of the different training centres.

Training for Librarianship in India

by

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It is a truism to say that a well equipped librarian is an asset to the reading public. Few can contradict that this norm of efficiency in librarianship can be acquired by a good training in a library school, followed up by an active participation in the work of a well organised library in good use. A long service in a library, no doubt, affords a man to get a good experience, but this is a long process. As the graduation from a University is considered as a milestone in a journey through life, the training for this profession is a necessary preliminary for gaining experience later. An aspirant to this profession has to prepare to go far beyond the frontiers of the knowledge in which he has some acquaintance. This training helps him to prepare himself to do so.

Turning from platitudes to specific problems on hand, we witness in our country, thanks to the labours of some top men of our profession, a growing awareness in people of the potentiality of a well organised library system for the educational development of our country. As contrary to librarians being looked down upon in the past, there has been a change of outlook which is really encouraging. It is realised that in most of the cases the libraries in run-down condition in our country are clearly due to them being maintained by persons with insufficient liberal education and training in librarianship. Future will witness as we see now in other sectors in Indian public life, a tremendous expansion of libraries and with it will be the need for competent personnel. So it is time now that this conference should ponder over some of the problems with respect to librarianship training in India which I have tried to set down in this paper.

The existing facilities for librarianship training of a post-graduate level are meagre in that they are confined to seven Indian Universities only. Many of them conduct, in addition to the diploma course, a three months short course meant for persons to be trained for school and village libraries. A brief analysis of the curriculum will serve as a background against which the proposals I venture to suggest can be understood.

Our metropolis has its school of librarianship under Delhi University. Started only a few years back under the guidance of Dr. Ranganathan, it has developed into an institution offering two-year Master's degree in librarianship. This degree course has been suspended in this academic year and is likely to be revived in near future. All aspects of librarianship are covered for the diploma course. Stress is laid on Colon classification by way of invoking its aid to elucidate the principles of classification. A comparative study of all classificatory schemes is made. The examinee is expected to classify the books according to Dewey as well as Colon. In cataloguing both the classified and dictionary catalogue codes of Ranga-

nathan are taught. At the same time a comparative study of all codes is also prescribed in the syllabus.

By and large the heavy course of librarianship is prescribed to the students of Calcutta University library school, who are expected to learn two languages, one foreign and one Indian other than the mother tongue, in which they are tested in addition to all branches of librarianship and a general knowledge paper. Bibliography in its entirety is taught and is given an important place in the course of study. Only passing reference is made of schemes of classification other than Dewey. A.-A. code is followed for cataloguing.

Banaras and Madras Universities offer one year diploma course. In both these schools a comparative study of the important cataloguing codes is done. In practical classes A.L.A. code is followed for dictionary catalogue in the Banaras school while classified catalogue code of Ranganathan is the guiding set of rules in practical cataloguing at the Madras school. Equal emphasis is given to both Dewey and Colon schemes of classification in both these schools.

Bombay furnishes us a good example of a school of librarianship having curriculum with some subjects, not prescribed by the other schools. A candidate has to subject himself to being tested, on a few papers, *viz.*, History of libraries and library movement, general survey of literary history of India with reference to four languages of that region, and an outline of art, history, science and exploration.

Andhra University has recently started a diploma course to which, under certain conditions an experienced working librarian without University education, can get admission. Generally graduates are preferred.

In most of these schools a short term course leading to an award of a certificate of librarianship, is opened during the summer vacation every year. Bengal Library Association conducts its own short course in librarianship at Calcutta.

In all these universities classes are conducted in the premises of the libraries which would enable the students to have practical training. But unfortunately, the opportunity for practical observation of varied library techniques in different libraries is not provided with the result the students are not able to relate practical situations and problems to what they have learnt in the theory classes.

An obvious inference one can have from this brief account of the existing library schools of India, is that the curriculum is eccentric in that the emphasis in teaching differs from one university to another. So my submission is that there should be a uniform course of instruction throughout Indian Union. The maintenance of a good standard can further be ensured by exchange of lecturers in librarianship for a brief period.

It must be understood that a vigorous education in librarianship is related much to the development of our movement in our country. It must be easier now than before to see that an edifice of sound librarianship is built under the auspices of an active Indian library association. How can our association be vitalized for this purpose? My answer is this. Our association, in its many years of existence, has never taken interest in at least making an enquiry into the soundness of its taking charge of conducting professional examination of highest level. There may have been a number of reasons before the attainment of Indian independence, for not launching on such a project. But I consider this year suitable to do so.

Lest it be misunderstood, I should say that I do not suggest that our universities should not conduct the librarianship course. They are within their right to include this in their courses of study. But these authorities can easily be persuaded to modify their curriculum and syllabus in the light of the recommendations of I.L.A. Our association, as a first step, should frame uniform, wholesome curriculum and syllabus with the help of senior librarians and teachers of librarianship in the country. This must be the first step to what I want the association to do next. That second step is this. This conference can devise measures whereby the association can be empowered to conduct high professional examinations the passing of which must enable a candidate to become chartered librarian. To qualify for this, one must have had a few years of professional experience and obtained a post-graduate diploma from the Indian universities.

If the association can manage to get from the government the sole right to conduct examination in chartered librarianship, our association can have financial stability and its reputation enhanced. Prior to this, our association should have to fix its location permanently and should never change unless there are compelling reasons to do so. In other words, we must emulate the examples of other professional bodies which conduct such examinations.

The example of the British Library Association stands uppermost in our mind, as it has the right, conferred by a Royal charter, to conduct three series of examinations and maintain a register of qualified librarians. That association's strength is based on governmental backing. Our association should also strive towards getting governmental recognition of our certificates in advanced librarianship as the only qualification to hold jobs that demand a high level of knowledge in this field.

A syllabus covering all aspects of advanced thinking in librarianship may be drawn up by an education committee which should be set up by the association for this purpose. I suggest the formation of a research committee the duty of which is to formulate schemes of research work and conduct seminars of librarians from time to time. Through these seminars this committee will be able to thrash out problems and arrive at conclusions which can be broadcast to wider audience through the Journal of the association. The revision of Dewey decimal scheme and the A.L.A. code to suit Indian condition may also be taken up by this committee.

Writing on the training of librarianship, the British libraries committee with L. R. McColvin as President recommended to the Library Association in 1936 a certain course of action which is 'to educate public opinion to demand that trained librarian should be a rule and not the exception and to enforce on library authorities their responsibility for giving due weight to training in their selection of candidates and for giving facilities to their staff to continue their training, both technical and educational, while in their service and so improve condition of library service, in respect of work and remuneration.' I reproduce these dictums here as I find them extremely suitable to impress on us the responsibilities of our association in respect of librarianship training.

Bibliographical Activity in India—Its Problems and Possibilities

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With the dawn of independence it is increasingly felt by scholars, research workers and librarians that a complete and exhaustive national bibliography on all aspects of Indian culture should be undertaken. We must have both retrospective and current bibliographies. The preparation of national and subject bibliographies is too vast for any individual, private body or library to undertake. It must be undertaken by a national agency which should start the work of planning the national bibliography of India. The Government of India has, however, lost no time in undertaking the scheme of compiling the Indian National Bibliography of current books, received under the Delivery of Books (Public Libraries) Act, 1954. The present position of India in the international field warrants her taking more and more responsible share in the compilation of international bibliographies, sponsored by international agencies like UNESCO so far as the section on India is concerned. In this connection we may note that the National Library of India is co-operating with the UNESCO in supplying data to INDEX TRANSLATIONUM, an international bibliography of translated works, divided into sections under countries. In the planning of national bibliographies of all types India can also seek the co-operation of international experts.

After the National Agency is formed for planning all types of bibliography on Indian topics the question arises as to in whose hands are we to leave the work of preliminary survey, investigation of literature, the search for material and the compilation?—In the hands of the research worker and scholar ; or, in the hands of the trained librarian, specialising in bibliography ; or, in the joint hands of the scholar and the trained librarian? In this connection we may quote Knud Larsen: "Bibliography is a specialist's task. It requires such natural aptitudes as accuracy, a sound judgment, and the faculty of discerning between essential and unessential. An excellent cultural background is necessary, and training in the techniques of bibliography is indispensable. A library education or equivalent knowledge is a minimum requirement".—"National bibliographical services, their creation and operation" by Knud Larsen, prepared in accordance with the recommendation of the International Advisory Committee on Bibliography.

Indian bibliographers feel almost lost when they are to select the sources and locate the material in different libraries for physical verification and evaluation for the purposes of including the material in their bibliographies. Our first task, therefore, is to take a bird's eye view of the extant source material, and then discuss other problems facing a bibliographer in the matter of arrangement and compilation.

At the outset we may mention that the Indian Library Association

prepared for the Libraries Division, UNESCO a "Report for the working party of Bibliographical Services" (*vide* ABGILA, v. 1, 1949-50, pages B 106—B 140). Besides, Shri Nagaraja Rao, Librarian, Annamalai University, compiled a booklet called "Bibliography of Indian Culture and its preparation", published from Lahore by the Punjab Library Association, in 1945. From these two sources we get a modest survey of bibliographical sources on Indian topics.

Let us review the whole position. The crying need of India is organised bibliographical services. India is a vast country and has contributions in all fields of education, science and culture in diverse languages. Bibliographical services as means of contributing to the efficiency and economy of studies and activity in all fields of knowledge have got to be systematically organized. If we study the bibliographical services and activities of advanced countries of the world we find that there is an all-out effort at all levels—official and non-official, including publishers and trade—to organise bibliographical services. National bibliographies are supplemented by trade lists and publishers' circulars and lists, cumulated at regular intervals. There we come across all forms of bibliographies—primary and secondary, both retrospective and current.

We can categorize the types under certain heads, subdividing them by 'indigenous' and 'foreign' sources of publication.

So far as PRIMARY BIBLIOGRAPHIES are concerned we may indicate the following *indigenous* sources:

A. *Official sources:* The catalogues of books issued by the major provincial governments (excluding the native states), specially the governments of Bombay, Bengal, Madras, Mysore, Punjab, Hyderabad and Assam:—These are tabulated lists of books received under the Press and Registration Act, since 1867. These are never up-to-date, nor are they consolidated. They are without indexes. These lists, though they do not contain scientifically arranged entries, are helpful as primary sources.

Besides, all state governments have lists of periodical publications published in each state and these lists are confidential and for *official use* only. However, bonafide bibliographers may approach the state Governments for such lists.

The National Library of India (Formerly Imperial Library) has catalogues, card and printed, which may conveniently be consulted by bibliographers. So far as the consolidated printed catalogues of the said library are concerned mention may be made of the following:

Author Catalogues of books printed in European languages A-L (Consolidated upto 1937), M-P (Consolidated upto 1950); Q-R (Consolidated upto 1950—*in the press*); Author Catalogue of books in the Bengali language, A-F, consolidated upto 1937, pub. in 1941, A Catalogue of Pali, Prakrit and Sanskrit (A-G) pub. in 1951. Besides, the Monthly Accessions Lists (arranged in classified order) of the National Library of India issued since 1954 may serve as reliable primary bibliographies of current books.

Imperial Library, Calcutta (Now, National Library) published in 1900 "A general Catalogue for India and South Asia" and in 1904 it also published "List of books and articles on Assam, Sikkim and Bhotan."

It may be mentioned in this connection that the Indian National Bibliography, just planned by the Ministry of Education, Government of India, and to be compiled from material received by the depository libraries under

the Delivery of Books (Public Libraries) Act, 1954 will undoubtedly remove a long felt want.

So far as primary bibliographies of a retrospective character are concerned, the Sahitya Akademi has undertaken to compile a national bibliography covering the period 1900-1953.

So far as the languages are concerned we may note that besides the lists and catalogues of the different State governments we have the following:

Hindi Granth Suchi, published by the Superintendent of Libraries from Patna, in 1952.

B. *Quasi-official and Non-official Sources:* The Catalogues and Monthly lists of Indian universities and learned bodies are very helpful primary sources. So far as retrospective bibliographies are concerned we may mention the following indigenous publications:

HINDI: GUPTA, MATAPRASAD. *Hindi Pustak Sahitya*, 1942. Allahabad, 1945.

For current lists we may mention Prakasana Samachar (*Monthly*) issued by Rajkamal Prakasan, New Delhi.

SANSKRIT: MEHERCHAND LACHMANDAS, *publishers.* Ratna Samuccaya: [a gem for Sanskrit scholars & libraries], or, a comprehensive and classified catalogue of Sanskrit works published in India and abroad ; 3rd ed. 1939, pp. xii, 508.

For Sanskrit manuscripts we have different authoritative compilations, incl. those by A. C. Burnell, Rajendralala Mitra and others.

BENGALI: So far as Bengali books are concerned, Vangiya Sahitya Parishat used to publish annually a bibliography of Bengali books from 1903-1916. For other retrospective bibliographies we may refer to the following outstanding ones:

Long, J. 'A descriptive catalogue of Bengali works, containing a classified list of fourteen hundred Bengali books and pamphlets which have issued from the press during the last sixty years with occasional notices of the subjects, the prices and where printed.' (originally published from Calcutta in 1855) pp. 59.

[This is reprinted as an appendix to Dinesh Chandra Sen's *Vangabhāsa o Sāhitya*, pub. from Cal. in 1949].

Vangiya Sahitya Parisat: Sahitya Sadhak Charitamala—It is a series of bio-bibliography of Bengali authors.

MARATHI: Date, Sankara Ganesa, *ed. Marathi Granth Suchi*, 1800. 3v. Poona, 1943.

TELUGU: Nageswara Rao, K. *Andhra Vangmaya Suchika.* Madras, 1929.

Chenchiah and Bhujanga Rao. *History of Telugu literature*, O.U.P., 1925.

URDU: Muhuammad Sajjad Mirza Beg, *Dehlvi, comp.* al-Fihrist ; being a bibliography of Urdu books . . . to 1920. Hyderabad, 1923, pp. 816.

Foreign Sources. For foreign publications of primary bibliographies we may refer to the catalogues of the British Museum, which received upto

1947 one copy of books published in India under the Press and Registration Act. Their catalogues, specially, *The Subject Index to Modern Works*; and "*General Catalogue of Printed Books*" (consolidated new ed.) started in 1931, and in progress [In 1954, they reached upto the letter D], are helpful to Indian bibliographers. The British Museum also issues current lists in loose form, called "Catalogue of Printed Books: Accessions" and they include any book in the English language, wherever published. British Museum has also catalogues of books in Indian languages e.g. *Catalogue of Sanskrit and Pali books,* 1876; *supplementary Catalogues of Sanskrit, Pali and Prakrit books in the British Museum, 1892-1928,* 2 vols.

India Office Catalogues of Manuscripts, records and printed books represent Indian publications in the major Indian languages. India office has also catalogues of records and documents relating to India or to the Home Affairs of the East India Co.

The Subject Catalogue of the Library of the Royal Empire Society, formerly Royal Colonial Institute, by Evans Lewin, v. 4 (1937), contains a section "Indian Empire, Burma etc." This is of some help to Indian bibliographers so far as primary bibliography is concerned.

Library of Congress Catalogues also have a fairly representative coverage of Indian publications, official and non-official. The library of Congress also publishes a quarterly Accessions List, known as 'South Asia publications in Western languages', which is very helpful.

India House Library, London, issued a catalogue in 1933, known as 'A short catalogue'. It records publications issued by the Govt. of India, the provincial governments in India and of unofficial books from Great Britain and the continent, covering all branches of learning in their application to India.

So far as' language publications are concerned we can easily mention the following important bibliographies complied by foreigners:

1. Aufrecht Theodor. *Catalogus Catalogorum,* 1891-1903, 3 vols.
2. Aufrecht, Theodor. *Catalogus Codicum Sanskriticorum,* being part 8 of 'Catalogi Codicum Manuscriptorum' Bibliothecae Bodleianae. Oxford, 1864.
3. Schyler. *Bibliography of Sanskrit drama,* Columbia University press, 1906.

In the general field of indology we may refer to two important foreign compilations:

1. Embree, John F. *and* Dotson, Lillian Ota, *comp.* Bibliography of the peoples and cultures of Mainland South East Asia. New Haven, Yale University Southeast Asia studies. 1950.
2. Frank, F. B. F. Index catalogue of bibliographical works chiefly in English relating to India.

Secondary Bibliographies

Secondary bibliographies may be classified thus: (*a*) Eclectic or Selective; (*b*) Bibliography of bibliographies; (*c*) Form bibliographies, *e.g.* abstracts. banned books, biographies, congresses, diaries, dramas, essays, fictions, Government publications, Indexes, thesis, periodicals etc.

Speaking of Secondary bibliographies we find that the material is so very scattered and are in the forms of pamphlets, appendices and articles in periodicals that it is difficult to give a comprehensive view of the activities of bibliographers in this direction.

So far as selective subject bibliographies are concerned we can mention certain important ones:

Geological Survey of India in their *Records* has published some exhaustive bibliographies on fishes.

The Imperial Council of Agricultural Research published a monograph on the *Fungi of India,* compiled by E. J. Blatter in 1931, which contains an exhaustive bibliographical appendix.

Indian Industrial research Bureau published "Bibliography of industrial publications from 1921" from Delhi in 1936. pp. 275.

Bulletin of the Imperial Institute of Agricultural research, no. 202 contains a "List of publications on Indian crops," comp. by F. J. F. Slaw.

In the *Journal and Proceedings of the Asiatic Society of Bengal, new series,* v. 23, 1929: we have V. V. Sohoni's "Bibliography of Meteorological papers in the publications of the Asiatic Society of Bengal, 1788-1928."

In the *Memoirs of the Archaeological Survey of India, no. 45,* 1932, we have Zafar Hasan's "Bibliography of Indo-Moslem history excluding provincial monarchies."

We can multiply instances. In different fields of study we have bibliographies prepared by the efforts of individuals and institutions.

Philosophy : Sarvepalli Radhakrishnan's book on "Indian Philosophy" rev. Indian ed. 1951. 2v.—contains important bibliographical references at the end of chapters.

F. Hall's "Contribution towards an index to the bibliography of Indian philosophical system" published from Calcutta in 1859, lists altogether 310 works on Indian philosophy.

Religion : In the fields of religion we may mention Rajendralala Mitra's Sanskrit Buddhist literature of Nepal, Cal. 1892, pp. 340 ; A. F. R. Hoernle's "Manuscript remains of Buddhist literature" 1916 (O.U.P.), G. K. Nariman's "Literary History of Sanskrit Buddhism", which contains notes and reviews on Buddhist literature ; A. Guerinot's "Esaie de bibliographie Jaina", Paris 1907 ; Gabrieli Giuseppe's "Mannual di bibliographies Musulmanes".

Arts : In the sphere of Arts we have got an excellent bibliography—Ananda K. Coomaraswamy's 'Bibliographies of Indian Art'. Boston, Museum of Fine Arts, 1925, vi, 54 p.

Archaeology : We should not fail to mention *The Annual bibliography of Indian Archaeology,* published by the Kern Institute, Leyden. It commenced in 1926 and ended with 1937. The first volume was published in 1928. Part II of this bibliography refers to India proper.

Indian History : We can mention among other important bibliographical works the following:

Elliot, Sir Henry Miers. Bibliographical index to the historians of the Muhammadan India, v. 1: General Historics. Calcutta, 1849, p. ii, xxvi, 8, 394, xcvi, 67 [No more published].

Khan Bahadur Maulvi Safar Hasan. Bibliography of India-Moslem History, excluding provincial monarchies. Cal. 1932.

As for current bibliographies on Indian history & Indology we may mention Bombay Historical Society's Annual bibliography issued since 1938 [mentioned in detail later on].

We never pose to give a comprehensive list of subject bibliographies. We must, however, mention the *Bibliography on Indian Anthropology,* with author index, published by the National Library of India with meticulous

scholarship and endless pains. This particular publication is part of a very ambitious project on Indology. The sections of the proposed bibliography of basic publications on Indology are the following:

1. Agriculture
2. Anthropology
3. Antiquities (Proto-history & pre-history)
4. Archaeology
5. Architecture
6. Bibliographies
7. Biographies
8. Census
9. Directories
10. Economics
11. Education
12. Encyclopaedia
13. Engineering
14. Epigraphy
15. Fauna
16. Fine Arts (Painting, Dancing, Music, etc.)
17. Flora
18. Gazetteers
19. Geography
20. Geology
21. History:
    - Ancient (before 712 A.D.)
    - Mediaeval (712-1764)
    - Modern (1764-1858)
    - British (1858-1947)
    - Independent India (1947-
    - Constitutional
22. Iconography
23. Language & Literature:
    - Assamese
    - Bengali
    - Gujarati
    - Hindi
    - Kannada
    - Malayalam
    - Marathi
    - Oriya
    - Persian & Urdu
    - Sanskrit
    - Tamil
    - Telugu
24. Medicine
25. Meteorology
26. Mineralogy
27. Numismatics
28. Palaeography
29. Periodicals
30. Philosophy
31. Politics

32. Religion
33. Science (incl. Mathematics, Astronomy etc.)
34. Sculpture
35. Sociology
36. Women

Mention has been made in a separate section in this article about subject bibliographies issued in a serial form by different institutions, and agencies. There we have mentioned certain serial bibliographies of Indian History, of Scientific publications, Social Science etc.

ETHNOLOGY

Mandelbaum, David G.: Materials for a bibliography of the ethnology of India. 1949. (Mimeographed copy).

Mills, Dr. James Philip, *comp.*: A bibliography of ethnology of Assam, compiled by Dr. James Philip Mills, School of Oriental and African studies, London. (Typescript copy received in the National Library, Calcutta from the author in March 1952).

LINGUISTICS

Grierson, Sir George Abraham: Linguistic Survey of India. Calcutta, 1904-28: 11v.—contains valuable bibliographies of Indian linguistics.

Besides, we have: Imperial Library. *Calcutta.* "Catalogue of books and serial articles relating to language, 1899."

Let us make a brief review of OTHER CLASSES OF FORM BIBLIOGRAPHIES:

So far as a bibliography of 'TRANSLATED WORKS' are concerned India has no publication of her own, but she co-operates with Unesco in compiling data for the section on India for *INDEX TRANSLATIONUM*, published by UNESCO annually.

Coming to 'GOVERNMENT PUBLICATIONS' we have "Monthly list of additions" issued by the Manager of Publications, Govt. of India. The High Commissioner of India's office in London also publishes monthly lists of Govt. publications. India, however, lags far behind other countries of the world in not having her own Index of Govt. publications. We have to depend on universal lists where India figures partly, such as Gregory, W. Lists of serial publications of foreign governments, 1815-1931, N. Y. Wilson, 1932. We may also consult Frank Cambell's '*Index-Catalogue of Indian official publications in the Library, British Museum.*' 1900.

As for, the bibliography of 'MAPS' we have Survey of India's catalogues of maps.

Regarding the bibliography of periodicals we may refer to a first venture known as NIFOR GUIDE TO INDIAN PERIODICALS, 1955-1956, published by National Information Service, Poona, in 1955. Mention may also be made of *Indian Press Yearbook*, *Indian Book Trade and Library Directory* which lists Indian periodicals. Mention has already been made of the confidential lists of periodicals publications maintained by State Governments.

TRADE LISTS & PUBLISHERS' CIRCULARS

Publishers play an important part in the bibliographical activities of a country. Publishers' lists, catalogues and circulars supplement the National Bibliographies in many cases. Though India has no first-rate publications like '*British Book News*', *Whitakers Cumulative Book Index* etc. we have:

1. The Indian publisher and Bookseller (*incorporating* "The Book

traders' Bulletin"), an official organ of the Federation of Publishers and Booksellers Association in India. It is a current monthly publication.

2. The Indian P.E.N., the organ of the P.E.N. All India centre, published from Bombay since 1935.
3. Orient Review and Literary Digest, ed. by Dr. Suhrid Sinha & Alfred Schenkman, published by Orient Book World Association, Calcutta, from Calcutta since 1955.
4. *'Prakasan Samachar'*, (monthly). It lists current Hindi Books, pub. by Rajkamal Prakasan, Delhi.
5. "Granth jagat"—a Bengali monthly published by the Publishers' Association of Bengal.

Luzac's Oriental List is also a helpful trade bibliography of oriental subjects.

So far as the bibliography of theses and doctorate dissertations carried on in Indian universities we have:

"List of subjects in Arts and Sciences in which research was carried out in the universities and Research Institutions, January 1930—[onwards]", issued by the Inter-university Board of India from Delhi (published annually).

SUBJECT BIBLIOGRAPHIES IN SERIAL FORM

Certain individuals and learned Societies and Agencies in India and abroad have undertaken to issue bibliographies in serial form. The following may be mentioned in this connection:

(*i*) Bombay Historical Society. *Annual Bibliography of Indian History and Indology for* 1938—[ed. by Braz. Fernandes]. It contains books and articles on Indian history and indology in particular and Asiatic studies in general.

(*ii*) Indian Council of World Affairs. India quarterly.

(*iii*) INSDOC, *New Delhi.* Insdoc List: current scientific literature (fortnightly).

It lists latest scientific papers and reports published in leading Indian and foreign scientific and technical journals.

(*iv*) Moraes, George Mark. *Bibliography of indological studies*, 1942 (gives an adequate idea of the year's progress in research ; materials are accumulated after the year 1941, yearly supplements are issued, though irregularly).

(*v*) *Oriental Literary Digest*, 1937, a monthly journal edited by Dr. Katre and other scholars in collaboration, published at Poona by the Oriental Literary Digest Association. The work devotes itself to the reviews on current literature in all branches of Indology and allied subjects in the field of oriental learning. It contains no Index.

(*vi*) UNESCO. Bibliography of scientific publications of South Asia (India, Burma, Ceylon), published half-yearly by the South Asia Science Co-operation office, New Delhi, since 1949.

(*vii*) UNESCO. *Social Science Bibliography:* India 1952- published from New Delhi from the South Asia Science Co-operation Office in 1954 [Cyclostyled]. "It includes books, reports, and articles in English, published in the field of social sciences in India in 1952 ; work published outside India, although treating Indian subjects has not been included as this will be covered by other bibliographies. The selection of entries was

essentially made on the basis of the scientific value of the text, and its use for study and research. It is planned to issue such a list every year . . ."—Introductory.

Journals of learned bodies like Ganganatha Jha Research Institute, Allahabad, contain bibliographical data.

For an earlier attempt in the direction of serial publication we may mention *"The Asiatic Annual Register,* or a view of the History of Hindustan and of the politics, commerce, and literature of Asia", 1799-1811, published from London and printed for J. Debrett (etc.).

Union Catalogues : We may mention some achievements made in this direction, which can be recorded chronologically as follows:

1918. Asiatic Society of Bengal. Union Catalogue of the scientific serial publications in the principal libraries in Calcutta, comp. by Stanley Kemp.

1931. Royal Institute of Science. List of scientific periodicals in the Bombay Presidency.

1933. India. Ministry of Health. A Union Catalogue of Medical periodicals in the libraries in Calcutta.

1936. India. Director-General of Health Services. Consolidated Catalogue of journals and periodicals in the libraries of certain medical research institutes in the Dominion of India ; 2nd ed. 1948, 2v. [The first edition, 1933 was compiled by Indian Research Fund Association, New Delhi].

1949. I. L. A. & Unesco Science Co-operation office for South Asia at Delhi made a joint effort at Union Catalogue covering Thailand, Indonesia, Malaya, Burma, Ceylon & India.

1953. Ranganathan, S. R. and others. Union Catalogue of learned periodical publications in South Asia. v. 1: Physical and biological sciences ; published by the I.L.A. with the assistance of UNESCO.

The Problems of the Indian Bibliographer

Having given a birds' eye view of the extant sources we may proceed to the problems of an Indian bibliographer. After having investigated the literature of the subject from published and unpublished catalogues, from shelflists of libraries, and from various primary or secondary sources noted above the Indian bibliographer's next problem is the identification, location and brief description of items to be examined and evaluated before they are selected for final inclusion in the bibliography.

It is very difficult for an Indian bibliographer to lay his hand upon all the material he has collected from different sources for the purposes of identification, location and description of the items. Here comes the necessity of a Union Catalogue, which can only be compiled by the cooperative effort of all librarians of the country. If the material of different libraries is processed in a standardised manner the task of compiling a Union Catalogue is easy. The standardised entries are to be prepared and circulated to different libraries for ticking up the items and noting their holdings with location symbols or call numbers of the particular library for each item. This presupposes two factors—trained librarians of all public and special libraries and the use of a Standard Code of Cataloguing & preferably also of a Standard schedule of classification.

For the compilation of a Current Union Catalogue the following

arrangement will be very helpful. Each library, public, scientific and special, will send a copy of standard catalogue card for each entry to a co-operative bibliographic unit. In case of serial publications the receipt of subsequent numbers should also be intimated to the unit. This method saves much time, and is economical and advantageous. Such cards can be edited and filed with a symbol of the library where the entry can be found.

The task will be easier and more mechanical if there is an organisation in India like the Library of Congress for distributing standard printed catalogue cards for use in all affiliated libraries.

The recently formed IASLIC may very well undertake the task of compiling Union Catalogues and may start with a union catalogue of scientific periodicals.

A bibliographical planning group may be formed under the auspices of the Indian Library Association. This planning group will consist of librarians of different libraries, public & special, representatives of institutions and learned bodies and of the IASLIC. A working party consisting of technically qualified field workers may visit different libraries of the country, consult their unpublished tools (Cards, hand lists, shelf lists, etc.) and prepare a questionnaire and circulate it to various learned bodies and persons who may be interested in bibliographical work.

There should be a technical committee consisting of at least 9 persons experienced in classification, cataloguing and abstracting learned contributions in all kinds of subjects. This technical committee is to be advised by a panel of experts, covering the entire field of knowledge.

Next, comes the *problem of standard description*. If the entire printed production of the country be processed by a central body, say, the National Library or a National Bibliographical Agency, and standard printed catalogue cards are distributed by it for the use of all libraries these cards may be purchased by the bibliographical planning group for use in the compiling of correct bibliographies with minor modifications. This will save much time in copying and preparing the descriptive portion of the bibliographical materials, for the printed cards will be used and filed for preparing the bibliography.

Standard description also involves the *standardisation of Indic names*. It is a major problem in India and cannot be solved by individual effort. It should be relegated to a special committee under the auspices of I.L.A. Dr. S. R. Ranganathan has done much spade work in this direction. His valuable suggestions are contained in his 'Classified Catalogue Code, 2nd ed. 1945, p. 69-86'. Indian Standard Institution is doing fine work in the matter of standardising the Indic names.

India has no standard Catalogue Code with predominantly Indian bias, nor are there standard rules of entry for Indic personal authors' names.

Even for books written in European languages by Indians, the main entry under the personal author offers problems which baffle the highly trained professional library worker. The surname, even where it can be clearly ascertained is spelt in so many variant forms that in order to economise the time of both the reader and the staff the spelling should be standardised.

The main difficulty however, centres round the determination of the actual surname. In one of the proceedings of the Indian Standard Institution, we note the following reasons for the complications in Indic names:

"(*a*) The system of family name has not universally come into vogue in India ;

(*b*) Even where the family name has been adopted, it does not always have the same function and significance as it does in Western countries ;

(*c*) The position of each word in the name has not the same function in all parts of the country, and honorific and other titles are inserted before or after their names."

Even where we can ascertain the surname difficulty arises about the fulness of the forenames or initials. Unfortunately we have no comprehensive biographical dictionary, either universal or of authors etc. which we can look up for the fulness of the forenames. This is a great handicap which cataloguers and bibliographers feel in distinguishing between two names with the same initials for the forenames.

Some may suggest the entry of Indic personal authors' names without any inversion, using a generally accepted transliterated form. But this does not lead us anywhere. A cataloguer or bibliographer having no idea of the fulness of the forenames will be forced to enter under the surname. In other cases where such forenames are known fully the entry will be made under the full name (transliterated) in an uninverted form. This will lead to duality and confusion. Even the system of transliteration of the full name leads us to funny entries like the following: —

Personal author	*Transliteration*
Brijbhikhendas Nagindass	Vrajabhusanadasa Naginadasa
Sayed Mujtaba Ali	Mujataba Ali, *Sayyid*
Rabindranath Thakur	Ravindranatha Thakura

Another problem in Indic personal authors' name is that an Indian author when writing his name in English is not always consistent in spelling. The forenames 'Nilbaran' may be written 'Nil Baran', 'Neel Baran', 'Nil Boron', 'Neil Boron'. Similarly 'Ardhendu Chandra' may be written 'Ordhendu Chunder'. In these cases the bibliographer has no business to alter the spelling. They should be kept as they are. If only the variant spellings of the surname are smoothed out by using a standard form the bibliographer need not bother about the spelling of the forenames. If transliteration of the forenames be used so many cross references will be needed.

It is therefore, necessary to make a thorough study of the history and use of surnames, in India and the practices in different states and prepare a comprehensive chart of surnames. A similar authority list of standardised forms of different variants of the spellings of surnames should be prepared.

Those who are interested in the study of Hindu surnames are referred to C. H. Phillips' Handbook of Oriental History. 1951, Sudhir Kumar Mukherjee's article 'A study of Bengali surnames (*In* The Journal of the Language Society of India, 1939) ; Dr. Suniti Kumar Chatterjee's "Origin and development of Bengali language" ; N. G. Majumdar's 'Inscriptions of Bengal' ; N. N. Basu's 'Vanger Jatiya Itihasa' ; and to A. K. Mitra's 'Gandalikhamala'. They may also hunt up the pages of the following periodicals: "Vangiya Sahitya Parisat Patrika", "Epigraphia Indica" and the 'Journal of the Asiatic Society of Bengal'.

Other problems involve the arrangement of entries, script and language, and the classification scheme to be used.

Arrangement

So far as arrangement of entries is concerned an Indian bibliographer is faced with the problem of arrangement in different ways, *e.g.* (*i*) Chronological, (*ii*) regional and (*iii*) by language.

(*i*) *Chronological arrangement* offers no serious problem. A bibliography may be arranged chronologically, either in terms of the chronology and development of its subject or in terms of the publication dates of the items to be arranged. The former type is suitable only for bibliographies of a subject which has had a long history and present the possibility of division into significant epochs. The latter type may be suitable for some subjects, as for example, the bibliography of an individual author, of local imprint, of the development of a specific category of literature etc.

(*ii*) *Regional arrangement.* The notion of region has a double significance for the bibliographer, referring either to the subject or to the place of publication of an entry. In both senses regional divisions may function as either major or minor categories in a bibliography. The present and increasing interest in area studies presents to the bibliographer the problems of integrating regional with subject and chronological divisions. The bibliographer should be aware that unlike dates, the names of regions and their accepted boundaries are considerably changing and even disappearing. Nevertheless, an increasing volume of literature on regions and areas is likely to appear. This problem can best be solved by considering the volume of literature on regions.

(*iii*) *Arrangement by language.* The problem is that if the arrangement be regional should it also be languagewise? Most of the states in the Union of India have been formed on the basis of languages. If the arrangement be regional, arrangement by language naturally follows.

The question which may be asked is, should the Indian National Bibliography be arranged first by subject and then by language (each of the 15 different languages recognized by the State)? If the Frankenstein of arrangement by language be raised dialects of the languages will also crop up, thus creating numerous sequences for the Indian National Bibliography.

The best arrangement, therefore, should be by subject in one sequence using the language symbols at the bottom. There should be no arrangement by 'region' in the sense of 'place of publication'.

Next comes the question of script and language. In view of the cost of production, diversity of faces of type founts in different scripts and technical difficulties faced by the printing presses, it is desirable that the bibliographical entries for items printed in Indian languages should be in Roman. As the bibliographies are to be consulted by all countries and national libraries of the world the language should preferably be English.

The Classification Scheme to be Used

It is really a thorny problem, *viz.* what classification scheme is to be used in the Indian National Bibliography. We must remember that the I.N.B. will be used in all countries and in all national libraries of the world. As such one universally accepted scheme should be used. There are no two opinions about the classified arrangement. We may quote Dr. Ranganathan in this connection:

"If we remember that the bibliographies prepared by the various national agencies should be capable of being merged in a single sequence,

alphabetical arrangement of the subject-part of the bibliographies is immediately ruled out. The names of the subjects are best rendered in the entries in terms of the universal language of the class number ; in other words, a classified arrangement is indicated"

—S. R. Ranganathan and C. Sundaram: Reference service and bibliography, v. 1, 1940 (Madras Library Association publication series no. 9), p. 554.

Dr. Ranganathan, however, is naturally in favour of the Colon scheme of classification. His argument is that the Dewey Decimal Classification was not designed to classify all topics of Indology and Orientalia, be it philosophy, religion, law, linguistics, medicine, literature or music. As printed materials on such subjects are coming out in large quantities the need of a busy modern library will not be met if the topics are dumped into larger and inclusive classes. Dr. Ranganathan says "The fact that the Decimal classification is still in vogue in the West cannot be used as an argument for the new libraries in India being yoked to it".—"Decimal classification and Guha Roy's defence by S. R. Ranganathan" (*in* The *Library Bulletin,* v. 2, no. 4, Jan. 1944, p. 140-141).

Dr. Ranganathan quotes the *Library Association Records,* 1938, p. 248. "Owing to lack of adaptation to changed condition 'Dewey' is out of touch with modern knowledge, it has also lost contact with the stock and demand of the libraries which use it."

Mr. B. I. Palmer observes thus:

"There now appear to be two schools of thought as to the purpose of classification, the second being a derivative and development of the first. The 'classic' school of thought, as represented by Dewey and Brown seeks only a principle of shelf-arrangement arrived at by discovering the primary subject-focus of a book, and using this as the criterion of placing. This, for convenience, I shall term the "Primary Focus School'. The second and later school aims not only at placing the book, but at describing it in notational form. This, what I shall term the "Descriptive School" aims at discovering every focus of a book, and including them all in its notation, and hence in its placing. The primary Focus School anticipates that the library users will grasp the method of arrangement of the library and make use of it in finding the subject they are interested in ; the Descriptive School declares that classification is a technical tool for the librarian and does not require the understanding of the public. If certain more intelligent users discover its uses, so much the better ; but on the whole the public is to depend on shelf-guides and the assistance of trained reference assistants (using the term in its widest sense of readers' helpers) rather than on a detailed and complete knowledge of the scheme of arrangment in use at their particular library.

It is impossible to draw a hard dividing line, and say where one school stops and the other starts. The germ of the Descriptive School's approach is implicit in Dewey, by his provision of common subdivisions, and provision for arrangement by the geographic characteristic in certain subjects. Bacon took the idea further with his categorical numbers and provision for showing the relation between one class and another. The enormously expanded auxiliary notations of the Brussels Expansion of Dewey went another step further towards Descriptive Classification ; but it was left to Ranganathan to carry the idea to its logical conclusion in his colon classification. In this scheme, explicit instructions are given to the classifier

to discover all the foci of a book before proceeding to classify it, and carefully expounded rules indicate the method of combining the various characteristic-notations into a homogeneous whole".

—Schools of Classification by B. I. Palmer *in* The Library Bulletin (Indian Library Asscn.), vol. 2, no. 4, 1944, p. 132.

Mr. Palmer concludes that the blame is ours if inspite of our libraries being flooded with specialised monographs of great institutions (for which no provision is there in Dewey) we refuse to move forward and club them together because old Dewey did not provide close-fitting numbers for them.

The problem of classification so far as Indian National Bibliography is concerned is a thorny one. Tentatively we may use the Dewey Decimal Classification with all its form subdivisions and viewpoints. It will certainly be inadequate to cover all facets of a subject but as a scheme largely accepted and popular it will work provisionally. We have to expand the schedules on Indian topics, by forming a Committee of experts under the auspices of the Indian Library Association and get them approved by the trustees of Dewey. B.N.B. has adopted the Dewey Decimal classification and has been carrying on for more than five years.

In this connection it will be interesting to quote from Mr. A. J. Wells' *New Developments in cataloguing in the British National Bibliography* (Cataloguing principles and practice: an inquiry, edited with an introduction by Mary Piggot, pub. from London by the Library Association in 1954, chapter V, p. 63):

"If the classification scheme does not give sufficient detail, further steps of division must be supplied by the cataloguer. For example, for a book dealing with Stereoscopic film as a visual aid (a division not given in Dewey) the further step would be indexed:

Stereoscopic films: Teaching methods	...	371.33523[1]

The 'square brackets one' is the B.N.B. symbol indicating such addition

An index thus constructed brings together all those aspects of a topic which are not displayed in the classification (which can show only one relationship at a time):

Cinema: Entertainment ...	...	791.4[1]
Cinema: Music	...	782.9[1]
Cinema: Teaching: Technical education	...	378.996[1]
Cinema: Teaching methods ...	...	371.33523

Organisation

The Ministry of Education may institute by legislation a national bibliographical body to which all bibliographical activities in India will be referred. The Librarian of the National Library of India is to be the President of this body. Members from (1) Sahitya Akademie (2) Indian Library Association (3) The Inter-University Board (4) Publishers and Booksellers Federation (5) Four Depository Libraries in the country, (6) The National Book Trust and (7) Any other organisation of national implications will plan, organise and co-ordinate all bibliographical activities of the country.

A greater portion of original Indian Manuscripts is scattered all over the country and is preserved in different European libraries. There should be co-operative projects to microfilm them. The National Library of India

may put before the national bibliographical body a plan for a co-operative microfilming project aiming at the co-ordination of all micro-filming activities of the country. The Govt. of India may establish a Commission for microfilming documents of particular importance preserved in foreign libraries and archives. Copies of these microfilmed documents may be deposited to the Universities for research purposes or better, they may be deposited and preserved in the National Library by creating a Microfilm Division.

Further there should be a Central Bibliographical Deposit centre for India for making the necessary bibliographic aids available to research workers and bibliographers.

Indian scholars may very well compile an index of periodical articles dealing with India. Those who want to know what Egypt has done and is planning to do may be referred to the following article in the Library Association Record, vol. 58, no. 1, January, 1956: "Egyptian problems of Documentation and Bibliography" by Mohammed Ahmed Hussein, Deputy Director of Egyptian National Library. This represents part of a paper read at the 3rd International Conference of Libraries and Documentation Centres held at Brussels, September, 1955.

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Bibliographical Activity in India: Its Problems and Possibilities

by

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SCOPE OF THE SUBJECT

Bibliography is often mistaken for mere cataloguing of books which needs no expert hand for the job. But a genuine Bibliography demands the labours of scholars who can intuitively divine the *sumum bonum* of books, and correctly assess the value of each of them. There are several kinds of Bibliographies to serve the needs of different kinds of interests such as the author, the reader, the Publisher and so on. The systematic description and history of books, their authorship, printing, publication, edition or a list of books of a particular author, painter or country or of those dealing with any particular theme, in short the literature on a subject, all lie in the province of Bibliography. In Western countries systematic study, catering to the needs of different sections of people connected with books in one way or other is being carried on for the last several years. Such studies and methods adopted by Mr. F. W. Bateson in editing Cambridge Bibliography of English Literature in four volumes, and Shakespearean Survey by Allardyce Nicoll, and Scientific, Medical and Technical books published by U.S.A.—1949-1952 have shown the world of what use and immense help a properly designed Bibliography can be to the reading public.

In our country attempts at a systematic Bibliography are still in the incipient stages. The selfless labour of many scholars, of learned librarians, of individual editors, to gather all the vast amount of information already existing in remote corners, to sift and analyse the material, and to assemble and rearrange the matter according to the requirements of different groups, is the one colossal task confronting us in the compilation of a National Bibliography of Indian books. Thanks to the Govt. of India for starting this programme under the auspices of the Central Ministry of Education. But that it is only a recognition of the need but not yet a solution of the problem. It is the duty of all people interested in the Library Work to acquaint and help the Government in this stupendous task with the problems and solutions, and above all, make them realise the enormity of the task and the machinery that is needed to carry it on.

PROBLEMS AND POSSIBILITIES

It will be disconcerting to note that while the problems are prominent, the possibilities are remote. There are a number of unpublished works by ancient authors stored in libraries, more than published works in book-sellers' shops. There are few, if any, descriptive catalogues of these unprinted works. Many libraries have no descriptive catalogues at all and

hours and days are to be wasted in sitting and examining these books. Libraries are placed at different parts of the state and there is no consolidated list of information available at one place. If Government Registrar of Books Office is up-to-date in publishing yearly lists of printed books the trouble may be reduced to some extent. Leading and reputed publishers have no descriptive catalogue of books. We can avoid publishers when we can gather information from Registrar of Books.

Bibliography cannot be undertaken by a single hand. At least three assistants are necessary to aid the man in charge. These assistants may be provided with prescribed forms to extract information and permission before they step into a library. Assistants with good knowledge of the languages concerned and with sound and modern technical knowledge in Bibliographical Science are an asset. No assistant without the knowledge of Indology and literature can help the project.

There must be a state-wide organisation for this purpose and every district must be taken as a unit.

The technically trained assistants must be sent to the various libraries in the State and must receive the forms duly filled up according to the information required as noted below.

According to the Indian copy-right act the Registrar of books office may be able to furnish the following information for the printed books:—

(1) Title of the book, (2) Language, (3) Name of the Author, Translator or Editor, (4) Subject, (5) the place of printing and Publication, (6) the name of the printer and publisher, (7) the date of issue from the press, (8) the no. of sheets or leaves, (9) the size, (10) the number of editions, (11) the number of copies of the edition, (12) whether the book is printed or lithographed, (13) the price, (14) the name and residence of the proprietor of the copy-right.

Next to the Government we must get as much information as possible from books in the various libraries in the state.

IMPORTANT LIBRARIES IN THE ANDHRA STATE

For example, in the Andhra State there are big libraries where there are no descriptive catalogues, *viz.*:—

1. Saraswata Niketanam of Vetapalem, 2. Telugu Sahitya-Academy of Kakinada, 3. Telugu Historical Research Society, Rajahmundry, 4. Goutami Library of Kovvur, 5. Tanjore Saraswathi Mahal Library, 6. Hyderabad Andhra Sahitya Parishat, 7. Lakshminarayana Parisodhaka Mandali of Hyderabad, 8. Krishnarayandhra Bhashanilayam of Hyderabad, 9. Andhra University Library, Waltair, 10. Government Oriental Manuscripts Library, University of Madras, 11. Venkateswara Oriental Research Institute Library, Tirupati, 12. Government Oriental Manuscripts Library, Mysore, 13. Osmania University Library, Hyderabad, 14. Adyar Library, Madras, 15. Kinnera Office, Madras.

IMPORTANT PUBLISHERS AND BOOK-SELLERS OF THE ANDHRA STATE, that may be of some help to us:—

1. Vavilla Ramaswamy Sastrulu & Sons, Madras.
2. Aryan Book Depot, Rajahmundry.
3. Golkonda Kavula Sanchika.
4. Andhra Patrika Office, Madras.

Journals

1. Bharati.
2. Andhra Sahitya Parishad.
3. Trilinga.
4. Journal of Venkateswara Oriental Research Institute, Tirupati.
5. Journal of Oriental Research Institute, Madras.
6. Bulletin of Madras Government Oriental Library, Madras.
7. Catalogue of books with Book-sellers and publishers.

Reference Books

1. Kavi-Jeevitamulu—Gurajada Sreeramamurty.
2. Kavula-Cheritra—Kandukuri Veerasalingampantulu.
3. Andhra-Kavi-Tarangini—Sri Chaganti Seshaiah.
4. Lives of Telugu Poets—Sri Nududavolu Venkatarao.
5. Southern School in Telugu Literature -do-
6. Andhra Grandha Sarswam—Kasinadhuni Nageswararao.
7. Sakata-Kavula Cheritra—Vanguri Subbarao.
8. Prabandharatnavali—Veturi Prabhakarasastri.
9. Sakala Neeti Sammatam—Madiki Singana.
10. Govt. Oriental Library Triennial Catalogue.
11. Govt. Oriental Library Descriptive Catalogue.
12. Tanjore Saraswati Mahal Library Catalogue (Andhra University Publication).
13. Golkonda Kuvula Sanchika.
14. Andhra Sahitya Parishad Pustaka Bhandagaram (Two vols).
15. British Museum Catalogue of Telugu Books (Printed).

Also Book-Reviews supplied by the Publishers as and when they are reviewed in current periodicals.

After going through the various resources in the state, individual editors and publishers who take up the task of issuing uniform works of an author from time to time must also be contacted. Thus all the possible information must be secured from Reading lists, Author's bibliographies, subject Bibliographies, Library catalogues, publishers' catalogues, copy-right lists, binder-bibliographies, printer bibliographies and from Author bibliographies.

When all the information is ready the Chief Bibliographer of each state must see that it is systematically arranged and a copy of the list of the same is sent to the National Bibliography office at the Centre, where a consolidated Bibliography of books in India may be arranged language-wise or according to the system of Bibliography adopted ; whether (1) the Bibliography is systematic or enumerative—where books are arranged according to some system ; (2) critical bibliography—the study of books as material objects, the substance of which they are made and the manner in which they are put together—paper, type, illustrations, printing technique, spelling accidents of the press, printing or publishing history of a book etc., (3) Historical bibliographies ; (4) Author and (5) subject bibliographies.

When all is said and done to arrive at a working plan for the systematic compilation of the National Bibliography of Indian books, a project not to whit behind the major irrigation projects ; for it feeds and manures the minds through regulated channels, inadequacy of funds ought not to stand in its way. It is as much an investment as any other, the benefits and profits of which are enormous in the long-run. A good bibliography is a gift to scholars and a boon to people.

Auxiliaries for Better Bibliographic Service to Aid Scientific Research in India

by

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The advancing pace of scientific research and the application of its results for the welfare of the nation have produced great demands on the resources of our libraries, particularly the special and larger university libraries. We cannot, of course, gauge the full volume of these exactions nor guess the shapes they will take in future. Even as it is we do feel that early steps need be taken to cope up with the demand for bibliographic service so that scientific activity of the country can keep up its pace with the full vigour of a well nourished youth.

A perusal of the annual reports of the Indian National Scientific Documentation Centre for the years 1952-53, 1953-54 and 1954-55, indicates not only the increasing rate of demand for the document procurement, photoreproduction and translation services offered by that national institution, but also the greater volume of material procured from foreign sources. In 1954-55, for instance, as much material was obtained from outside India as from within the country, to meet the demands of bibliographic service. The document procurement services accomplished by INSDOC represents, of course, only a part of the literature needs of scientific research in the country. There would indeed be a good volume of demand for bibliographic service of which we do not have any records, *e.g.* material obtained directly by the research worker from foreign sources, items not supplied by INSDOC, material not asked for by research workers because of the time factor involved in obtaining the material, cost of the service and workers not being aware of services offered by INSDOC and other such centres, etc.

A greater percentage of the material obtained from outside the country would be from journals which are not available in Indian libraries. Some of the reasons for those journals not being available for bibliographic service are: the relevant journals are not received in any Indian library ; the journals are received but the particular volumes required are not available ; the journals not recorded in any of our union catalogues ; journals available in particular libraries but not lent outside of the institution, etc.

These factors are pointers to certain auxiliary lines of development essential to better bibliographic organization and service in the country. For better bibliographic service on the most economic lines our watchword should be 'Co-operation', co-operation at all levels—the special library, the university library, the public library, at the levels of acquisition, conservation and distribution of information material. A check of the Indian union catalogues of periodicals reveals many gaps in our periodicals sets—gaps in the early as well as recent runs. Representation of journals containing other than English articles, is not adequate.

We need a planned co-operative programme for the acquisition of back sets of journals to fill up the gaps so as to ensure the availability in India complete sets of all important scientific journals and also to avoid duplication of earlier and less used volumes. Particular libraries may be assigned the task of obtaining either in original, as reprints or on micro-films such of the volumes necessary for completion of the sets. Such an assignment should be preceded by a survey of the available journal resources of the libraries and the needs and specializations of the institutions to which those libraries are attached. It may mean extra expenditure for a library in the programme, but it should be remembered, considered on a national scale as a co-operative project, other libraries would be acquiring material which it would have occasion to refer to. Because of the indistinguishable borderlines and inter-relationships between the sciences no special library can confine to its own resources but will have to borrow from the general libraries and libraries for other specialities.

To meet immediate demands of postgraduate studies and research our libraries have begun subscribing to many journals which they have not been receiving heretofore, and they are also procuring back sets of these 'new' journals. While it is necessary to meet the literature needs of research in every institution, neighbouring libraries would do well to get together, discuss their particular needs and specialities and co-operatively plan a widely representative journal acquisition programme for the area, and at the same time avoid unnecessary duplications. Such co-operation alone will enable us to obtain the best out of the limited library budgets.

Information material should be located nearest to the points where they would be most used. Libraries, if they evaluate their periodicals collection with respect to their clientele's needs, are likely to find some sets of little used volumes crowding their shelves. Gift volumes are sometimes of this nature. It should be possible for mutual exchange of such little used sets so that they are transferred to points where they would be easily accessible to readers who are in need of them. This is akin to exchange of duplicates with which we are familiar.

Year after year the increase in the number of journals is so great, the growth in the number of scientific articles phenomenal, the specialization so minute, and the dispersal of information on any one topic so extensive, that no one library—even the one devoted to just a narrow specialization—can hope to possess all the material it might need. Besides the question of cost of acquisition there is the problem of accomodating the expanding collection. The question is whether all that a library has acquired over the years should be kept on its own shelves. The space that the little used material would occupy and the cost of their maintenance and care unfavourably weigh against the occasional use that might be made of the earlier works. Space must be found for the more recent and more often used material. Of the earlier sets whatever is worth keeping may be kept in a regional storage centre from where they could be made available for reference to those who may be interested. Such an arrangement besides helping to avoid congestion in the larger libraries, could also eliminate duplication of maintenance cost of the same material in several libraries, take special care of works which deteriorate rapidly, survey gaps in the runs of early periodicals and arrange to fill up the gaps either by requesting the material to be deposited from other libraries in the area or through purchase or microfilming. Facilities for photoreproduction could be provided for

at the centre. The centre can also undertake special projects not within the budget possibilities of individual libraries, *e.g.* completion of sets of early periodicals, newspapers, etc., of the area, government serials, local history material, etc. Most of us know that such a centre—The Midwest Inter-library Centre in Chicago—has proved a great success.

Co-operatively planned acquisition programmes will be of little practical value if the material available in a library is not easily made available to the one who is in need of it wherever he might be. Libraries have to interpret their lending rules more liberally and make provision for interlibrary lending. Interlibrary loans supplement a library's own resources with material made available from other libraries. In the ideal system any published material whether from within or outside the country should be made available to the research worker. Even at present libraries are lending out to other libraries or making available photoreproductions of required articles. The use of library tickets issued in one library in all the libraries of the "system" or group, is another type of interlibrary use facility. But in order to systematise interlibrary loans on a national scale we need a set of agreed rules and procedures—we need an interlibrary loan code. Of course, interlibrary lending and borrowing is a matter of courtesy requiring the co-operation of all libraries. However, a code based on agreed policies would be a useful manual of standard procedures and operations to ensure efficiency and economy. It would also, in some measure relieve the larger libraries of carrying all the burden of interlibrary lending. The librarians of the country, and special librarians in particular, should get together to draw out a code or rules and procedures for interlibrary lending and borrowing.

For an integrated library service and to effect easy interlibrary lending, union catalogues would be most helpful. For science periodicals we already have some good examples of union catalogues: The Kemp Catalogue (1918) for libraries of Calcutta, The Royal Institute of Science Catalogue (1931) for Bombay Presidency, The Directorate General of Health Service Union Catalogue (3d ed., 1952) for medical periodicals, and the Union Catalogue of Learned Periodical Publications in South Asia (Ed. by S. R. Ranganathan, 1953) v. 1, Physical and Biological Sciences. Elsewhere[1] I have mentioned some of the advantages of the regional arrangement of the libraries in the last mentioned union catalogue, in relation to interlibrary lending and library co-operation. It is also noted that the Documentation division of the Indian Association of Special Libraries and Information Centres "is going through the preliminaries for the compilation of union list of current periodicals received by different Special, Technical and University libraries on a regional basis.[2]

I wish to point out that subject union catalogues of periodicals often do not take into account material available in the general libraries while in the larger comprehensive union catalogues the smaller libraries do not figure. It is necessary that as many libraries, special and general, large and small, should be taken into account in the making of union catalogues, for in future many of our general libraries will be developing special collections to serve

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[1] Neelameghan, A., Library service for research: some aspects. *In* Symposium on library science. Second All Hyderabad Library Conference, Secunderabad, 17, 18, 19, Dec. 1955. Ed. by K. M. Ujlambker. Hyderabad Library Association, 1955, p. 51.

[2] *Journal of the Indian Library Association*, **1**: 33 (March 1956).

local groups and in the smaller libraries could be found very specialized works. Secondly in the matter of interlibrary lending we would have alternative sources to request when the larger library or the one to whom the request was first sent may not lend out the volume, or it may not be available at the time of request.

Many special libraries have their own documentation service, indexing and abstracting articles from the latest issues of journals received in the respective institutions. This is necessitated because the regular indexing and abstracting services are anything from 3 to 6 months late in indexing those articles, and there are many journals which such regular services do not cover, and then there is the question of the service reaching all the scientific workers in an institution. If there are several libraries of a similar type in an area they could co-operatively institute such documentation service so as to cover as many journals as possible and also avoid duplication of effort in every one of those libraries. Such a service would also be of service to a wider circle of scientists in those institutions.

From time to time and more frequently in recent years, to meet the demands of research, libraries have had to get translations of a number of articles in foreign languages. A reference to INSDOC annual reports gives an idea of the growing demand for such translations. A number of translations would be made at the individual institutions themselves. We do not have an index to or union list of, the translations available in the various libraries which means libraries would be getting or making translation of the same articles over and over again. Of course there is the British Commonwealth Index of Translation on an international scale but on the local level we do not have any such index.

Also, local institutions could have a common pool of translators and/or a directory of them. These may be professional translators or staff members and postgraduates who are willing to do such translation work.

Useful bibliographies on various scientific topics are prepared or obtained from outside sources when research projects are set afoot. How useful it would be and how much effort and time can be saved if we have a national list of such bibliographies available in the various institutions.

It is hoped that the attention of our librarians will soon be focussed on some of the above questions. Their solutions will, in the long run, be of great help for the adequate organization of bibliographic services in the country.

Some Aspects of Bibliographical Work in a University Library

by

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The present day enormous accumulation of nascent micro thoughts in books, periodicals, articles, reports and pamphlets which are indispensable for a research scholar makes it difficult even for a well-equipped Library with its limited resources, to utilise it properly and profitably. The scholar has to wade through a bewildering medley of materials before finding even a slight portion of what he requires. The only feasible course is to list their titles with annotations and abstracts wherever necessary. This listing is the bibliographical activity which has been recognised by all the nations of the world as an indispensable necessity to register all the research work of a country and to acquaint the scholar with the literature of the world pertaining to his subject.

Now that India has become Independent, the present opportunity should be utilised to the fullest extent to clear the mis-understanding and misrepresentation of Indian thought and culture by alien civilisations. A glance through the papers for discussion at the 9th All India Library Conference Indore, will give an idea of the bibliographical activity in India. The formation of the National Library at Calcutta and the bibliographical work started by them, the freedom in History movement created at various centres in India, and the encouragement given to the development of national culture, are some of the indications of the vast scope for bibliographical activity in India. The recent publication of the Gandhi and Nehru bibliographies by Jagadish Sharma, M.A., L.S. (Delhi), M.A.L.S., Ph.D., (Michigan) in June and November 1955 respectively is a remarkable achievement which may well be followed by the production and publication of Indian National bibliographies. The National Library has to be organised on modern lines with a network of branch libraries. The library propaganda has resulted in a mushroom growth of libraries in India, but it is desirable to have lesser number of libraries well knit together with a central library.

The role of the University Libraries in India in the field of bibliographical activity cannot be over estimated. The old practice was to depend upon a Professor for the administration, and bibliographical work of a Library. This must give way. Such work should be entrusted to the library staff who alone will be able to cope with the growing increase in books, readers, and research workers. The importance of the bibliographical expert in the development of book collections and service to readers, has been recognised by well known authorities. President Gilman has said that 'Every person in charge of the University Collections must be a student capable of teaching. His speciality must be bibliography, or,

if the staff is large, some branch bibliography, literary, historical, philosophical, or scientific, and he must know not only what his collection includes but what it needs'. The transference of bibliographical work to the library staff implies a further differentiation between the bibliographical and clerical work. A higher standard for admission to the bibliographical service than for admission to the clerical standard has also to be recognised. In this connection Dr. Radhakrishnan's recommendation regarding the status of the Librarians may be implemented.

In order that bibliographical activity may function properly, one member at least of the staff of the Library must devote his attention to general reference service, and another must be entrusted with a particular bibliographical work. The basic bibliographic knowledge required by a University Library staff differs from that of the Public Library in respect of the number and nature of periodicals and in the range of languages covered by them, since periodicals are the medium through which new advances and discoveries are first made public. Hence the bibliographer must be able to tap any needed information from Index of periodicals, Biographical Index, cumulative index and other bibliographical documents. Thus a sound general knowledge of bibliographies available in the stock of his own library, a good general educational background including a knowledge of languages, and above all a tact, intelligence and a thorough understanding of University life, are expected of a bibliographer in a University Library.

It is through Universities that national culture has to develop, since it is in the Universities that new knowledge is acquired. Hence it is desirable to encourage each University Library to specialise in its own line of study and avoid unnecessary overlapping with other University Libraries. Many of the fields of Indian thought are still without reference materials such as Encyclopedias, Yearbooks and Directories etc. In order to fill the need the Central Government should co-operate with learned bodies and Library profession to promote production of such reference books.

However well-equipped a University Library may be, it will always be found inadequate for compiling perfect bibliographies. This long felt difficulty could be overcome by an organised system of library co-operation and interloan of books. Though this problem has been engaging the attention of Librarians in India for the past twenty years, nothing tangible seems to have been done so far. It may be mentioned that the lack of co-operation is mainly responsible for the inordinate delay in and hindrance to the preparation of the Union Catalogue.

The formation of three more Central Libraries with copyrights in the Connemara Public Library, Madras, in the Town Hall Central Library Bombay, and another in a place to be mentioned later, by the Public Library Act of 1954 indicates signs of effecting co-operation between Public Libraries. At present there are nearly twenty seven University Libraries and fifty three Cultural Institutions in India. It would be well to co-ordinate the work of the University Libraries and Cultural Institutions. The humanities and scientific Libraries may respectively be knit together with similar institutions so that maximum benefit may be achieved. The University Libraries at Calcutta, Madras, Bombay and Delhi may form small bibliographical centres and group themselves into units for giving direction in the preparation of bibliographies suited to the Libraries. A committee may be formed at the centres consisting of a member from

each University Library and Institution attached to that centre for the discussion of the nature of the bibliographical work to be undertaken, by each library considering its resources. The National Central Library which is to be the reservoir of bibliographical activities may with the help of the Inter University Board, Central Government and Indian Library Association, frame obligatory rules and regulations prescribing minimum standards, for effecting inter loan of books and co-operation. Much of the time and labour of the research scholars may thus be saved and their energy utilised for the rapid advancement of the cultural growth of the country.

A stumbling block in effecting co-operation is the mutual aversion between the scholars and the library staff, and the persistent insistence of the scholars for departmental sections of the Libraries under their control. Fortunately the attempts of the Royal Society and Unesco for bibliographical surveys and the insistence of Honours standard in special subjects for the Honours Degree in Library Science will help to bring a better understanding and appreciation between the scholar and the Librarian. This opportune moment may be utilised by the Inter University Board to organise bibliographical activity in University Libraries by prescribing minimum standards for the preparation of bibliographies of authors, historical persons, locality, science, art and periodicals.

But it is a matter for regret that we have neither a Carnegie nor a Rockfeller to supply the requisite finance for organising Library services. The help of the Planning Commission may well be sought. The Central Government which is encouraging the development of National Culture may be approached to give some aid in this great task of organising bibliographical activity in University Libraries. In this connection it is gratifying to note that UNESCO has entrusted Sri Chandrasekhara Iyer, Judge, Supreme Court of India with the preparation of a bibliography on Indian Law.

The framing of detailed rules and regulations may take a considerable time. Meanwhile each University Library should exert its best to prepare bibliographies on special subjects or topics pertaining to the particular locality, which will be helpful for the compilation of national bibliographies. George W. Cole in "compiling bibliography" has said that in collecting material for a local bibliography one has to search for:—

"1. Printed works the contents of which relate exclusively to the locality chosen or to any part of it.
2. Printed works which contain a substantial and important reference to the locality chosen or to any part of it.
3. Biographies of the inhabitants of the locality chosen.
4. Locally printed works.
5. Works written by the inhabitants of the locality chosen.
6. Speeches or sermons on general subjects delivered within the locality chosen.
7. Prints.
8. Maps.
9. Manuscripts"

and must follow the general rule that the 'smaller the place chosen the greater should be the effort to include everything about it'.

In conclusion it may be stated that bibliographical activity affords an ample opportunity for the librarians and scholars in India to unearth the vast treasures of Indian Culture that lie buried and neglected by the influence of alien culture and civilisation. They may well remember this saying of Schiller "Hold fast to your dear precious native land, there are the strong roots of your strength". This is the opportune moment to realise the ideal held out more than sixty years ago by that great sage prophet Swami Vivekananda that "Our education secular and spiritual must be re-organised by ourselves on national lines by national methods".

Expansion of D. C. Numbers for Indian Subjects

by

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(Sri Subodh Mukherjee has appended schedules for Ancient Indian History, Indian Religions, etc., which will be available for consultation on the Conference table).

Professional Librarians & Library workers who have to work in the larger libraries & Research Institutes and the University libraries where Dewey's D.C. Scheme has been adopted for classification, have to face the problem of minute classification of books on Indian topics every day. This problem has been felt for a long time since, but of late this has been more and more acute as more and more books and good books on various Indian topics are now flooding the libraries.

To classify books Eastern & Western under the same classificatory system is a problem which needs early solution to make it easy for all our libraries to fall in with the international standards. If Dewey's D.C. is the most commonly accepted system it is desirable to have a modification of D.C. numbers for Indian topics on an all-India basis and get the publishers of Dewey's book to have the scheme incorporated in their next edition. It is known to all present here that the Library of Congress has set up a committee which is already on its way to revise and bring out the 16th edition of D.C. which will be an improvement over the standard 15th edition which had to face a lot of criticism. The Indian Library Assocn. should take up the matter in right earnest, as it is they who are in a position to speak on behalf of all Librarians in India and put their seal on the accepted schedule of classification numbers for Indian topics based on Dewey's D.C.

What we have to bear in mind in connection with the drawing up of the classification schedules based on D.C. broadly speaking, are as follows:—

(*i*) We should first consider as to whether we shall accept Dewey's allocations as they are and follow him blindly or rather adopt Dewey's D.C. numbers to our purposes or adapt D.C. numbers to our needs.

(*ii*) Whatever the Conference decides, we should see that our numbers do not clash with original D.C. numbers *i.e.* if a library has been following Dewey's D.C. Classification, then it should be possible for it to follow the same scheme along with the modified D.C. numbers for Indian topics. Or, in other words our expansions must be confined to specifically those numbers that have been basically allotted to the main divisions of Indian subjects. We may not take and expand any other number which might have already been used in D.C. For our convenience we may not expand 181.4 and go on with 182 and

183 also for utilising them for a better and elaborate assignment of numbers for Indian Philosophy, as these have been used in the original D.C. for other subjects which we cannot interfere with. So we have to confine our expansions to 181.4, the number assigned to the subject by Dewey in his scheme.

(*iii*) The topics that need further sub-division are broadly as follows: Indian Philosophy (181.4) Indian Religion (294) Vedic Religion (294.1) Buddhism (294.3) Jainism (294.4) Brahmanism & Later Hinduism (294.5) Islamic Religion (297) Social Science including Indian Laws, Govt., Education etc. (300 etc.) Modern Arabic Languages (492.7) Indian Languages: Sanskrit, Hindi, Urdu, Marhatti, Guzrati, Assamese, Tamil, Telugu, Kanarese, Malayalam, Oriya, Bengali and other provincial languages. (891 etc.) Indian Castes, Customs, Folklore etc. Oriental Architecture (722) Indian Architecture (722.41) South Asiatic Muhamedan Architecture (722.34) Buddhist Architecture (722.431) Jain Architecture (722.414) Hindu Brahmin (722.415) Modern Indian Architecture. Sculpture (730) Ancient Sculpture (732) Indian Sculpture (732.54) Indian Art & Painting (759.54) Indian Music (780) Sanskrit literature (891.2) Bengali literature (891.44) Other Provincial literatures. History: Archaeology & Antiquities of Ancient Countries: India (913.34) Archaeology of Modern Countries: India (913.54) Travel Description etc. India (915.4) Ancient Indian History (934) Mediaeval & Modern History (954). We have to see if a further cut down in the list of subjects is possible. General subjects need no change or expansion. Only Indian topics which are particularly important and which have no provision at all in Dewey's D.C. require to be dealt with.

(*iv*) Re-expansion of D.C. numbers: It has to be decided whether we should go into the minutest details in the different subjects to be taken up or only go up to the main headings & sub-headings. It may be mentioned that minute sub-division of Indian Philosophy or any other Indian topic will not be of of much use in any other country except ours. Dewey's American bias is but natural though perhaps very few other countries use the minute details of American History or any other American material. Detailed expansion of Indian topics to their minutest sub-divisions may be of some use to us but we may have to keep in mind the international requirements as well.

(*v*) Already start has been made in expanding D.C. numbers for Indian topics on the basis of Dewey. The subjects covered so far include Indian Philosophy (181.4) Religion (294) including Buddhism, Jainism & Hinduism. Islamic Religion (297) Modern Persian Language (491.55). Modern Arabic Language (492.7) Indian Music (780.954) Sanskrit literature (891.2) Bengali literature (891.44) Ancient Indian History (934) Mediaeval & Modern History of India (954). Schedules of expanded D.C. numbers for the above may be circulated for eliciting discussion and inviting suggestions.

(*vi*) Finally it has to be decided about the compactness of the classification numbers or in other words the notation. Brevity and simplicity of the notation used has always to be borne in mind. It is up to the Librarians here to decide how this brevity of notation in expanded D.C. numbers may be maintained.

(*vii*) As specimens only the details of the expanded D.C. numbers for Indian Philosophy (181.4) and Ancient Indian History (934) is enclosed herewith. The basis of expansion may be explained as follows:

History. Ancient History in Dewey is 930. Ancient Indian History is 934. Modern History (Asia) is 950. Indian is 954. Provincial sub-divisions in D.C. are 954.1 Bengal, Assam, Orissa, Bhutan etc. So our expansion will have to be based on the above two numbers *i.e.* 934 & 954 only and we will have to broadly expand as far as possible or practicable, placing all the main heads and sub-heads of different periods of Indian History based on 934 for Ancient Indian History *i.e.* roughly upto the end of Hindu Period and 954 from the beginning of the Muslim conquests to the present day ; or, in other words both the modern and mediaeval periods including Independent India & Pakistan.

Expansion of Dewey Decimal Classification Numbers for Indian Subjects

(*i*) *Expansion of D.C. nos. for Indian Philosophy.*

181.4 Ancient Indian Philosophy

181.4 Ancient Indian Philosophy: General Works limited to none of the following sub-divisions.

.401 Utility
.402 Compends, Outlines
.403 Dictionaries, Cyclopaedias
.404 Essays, Lectures, Addresses
.405 Periodicals, Philosophic magazines
.406 Societies, Transactions etc
.407 Study & Teaching
.408 Polygraphy, Extracts, Maxims etc.
.409 History of Ancient Indian Philosophy
.41 Materialism and Atheistic Schools
.411 Charvakas
.412 Lokayatas
.413 Ajivikas
.414 Samkhya
.42
.43 Buddhist Schools
.44 Jaina Philosophy
.45 Yoga—Theism of Patanjali
.46 Logic—Nyaya and Vaisesika
.47 Mimamsa (Purva Mimansa)
.48 Vedanta

.421 Advaita (Sankara School)
.482 Visistadvaita (Ramanuja)
.483 Dvaitadvaita (Nimbarka)
.484 Dvaita (Madhva)
181.485 System of Vallabhacharyya.
.486
.487
.488
.489 Other Schools.
.49

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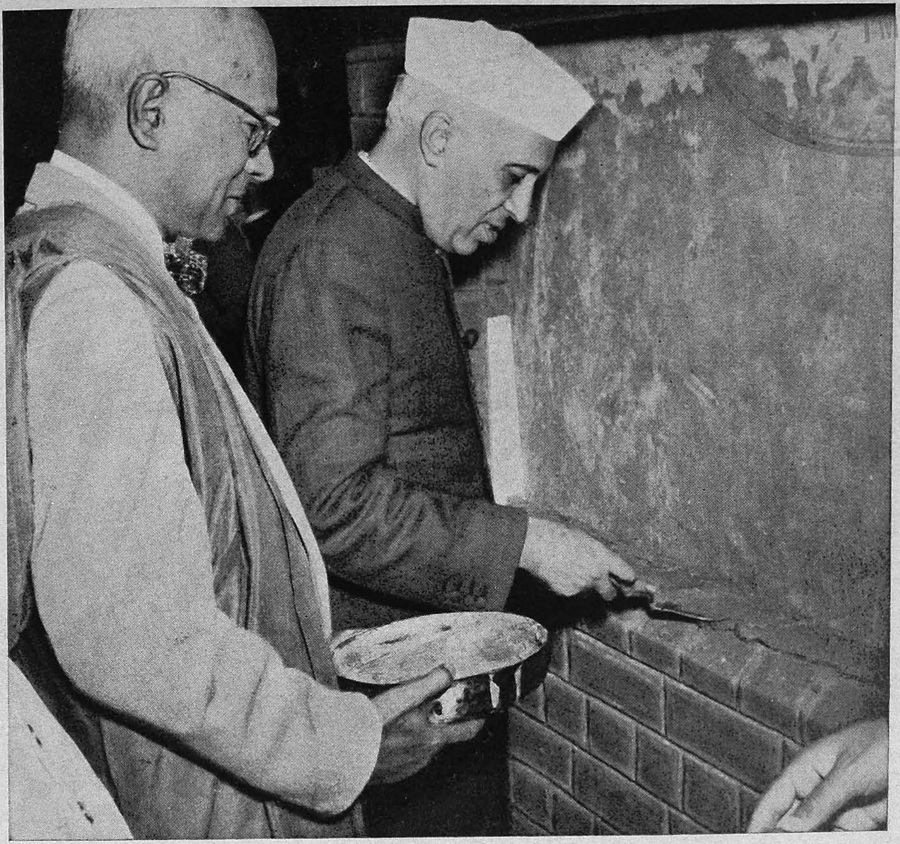

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